

New Pathways

HILLSIDE PUBLIC SCHOOLS

New Possibilities

Social Studies

Course: Social Studies
Grade 1

Essential Course Information

Course Revision
Full Year

Course Overview

In Grade 1 Social Studies, students learn about responsible citizenship by exploring rules, laws, fairness, and ways people work together to help their communities. They study the United States through the past and present, learning about important symbols, holidays, leaders, and how communities have changed over time. Students also explore community resources, culture, and economics by understanding jobs, goods and services, and how families and communities meet their needs. Through geography and map skills, students develop an understanding of landforms, maps, directions, and how people interact with their environment in different places.

Dr.. Gretel Pérez
Acting Superintendent of Schools
Director of Instruction and Curriculum

Curriculum Contributors
Tracy Muldrow
Nicole Lorelli

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Grade 1 Social Studies Curriculum

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Unit 1	Responsible Citizenship
Unit 2	Exploring Our Country: Today and in the Past
Unit 3	Community Resources, Culture, & Economics
Unit 4	A First Grade Geography Adventure & Map Skills

Unit 1: Responsible Citizenship		Grade: 1st Grade	Pacing: 3 - 40 minute periods/week (9 weeks)
Unit Overview In this unit, students will explore the communities they belong to, including family, classroom, and home. They will learn how people work together by following rules, showing respect, and cooperating to support the common good. Students will develop an understanding of responsible citizenship and how individuals contribute to their communities. They will also be introduced to the concept of leadership and the basic idea of voting as a way people make group decisions.			
Stage 1 Desired Results New Jersey Student Learning Standards			
<u>Content Standards</u>	<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>	<u>Interdisciplinary Connections</u>
Content Standards NJSLS Social Studies Standards: 6.1.2.CivicsPR.1: Determine what makes a good rule or law.	Standards 8.1.2.AP.4: Break down a task into a sequence of steps. 8.1.5.DA.1: Collect, organize, and display data in order to	Standards 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).	English Language Arts Standards: RI.CI.1.2 / RL.CI.1.2 – Determine the main topic and retell key details in

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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.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.1.2.HistoryCC.1: Explain the roles and responsibilities of people in their families, classroom, and community.	highlight relationships or support a claim.	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals	informational and literary texts <u>Connection to Social Studies:</u> Students identify the main idea and key details in texts about communities, rules, leaders, and responsible citizenship. SL.PE.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts <u>Connection to Social Studies:</u> Students engage in discussions about rules, leadership, voting, and citizenship while practicing listening, speaking, and building on others’ ideas. W.IW.1.2 – With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information <u>Connection to Social Studies:</u> Students write about their roles
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			in different communities (family, classroom, home) and explain how citizens follow rules and contribute to the common good. SL.UM.1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings <u>Connection to Social Studies:</u> Students use drawings and visual representations to show examples of good citizenship, community roles, rules, and leadership. Science: K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
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			● Observing and recording their thinking through illustrations and labels will assist students with seeking and researching information on their own. ● Observe the amount of land and water on earth's surface (continents and oceans). ● Compare and contrast the similarities and differences amongst the 7 continents. Math 1.MD.C.4 –Represent and interpret data: ● Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
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Vertical Integration NJSL Social Studies (K–2 Grade Band)	
Prior Learning <i>Prior to this unit, students developed foundational understanding of rules, responsibilities, and community life in Kindergarten. They learned that rules help keep home, school, and community environments safe and fair, and that individuals have a responsibility to follow them. Students were introduced to the idea that communities include different roles and leaders who help people and provide services. They also began to understand that all people have important roles in a community and that working together helps support the common good. In addition, students practiced participating in group discussions by listening, sharing ideas, and responding to others.</i> ● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. ● 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.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.	Future Learning <i>By the end of Grade 2, students build on their understanding of communities, rules, and civic responsibility by engaging more deeply in discussions where they ask questions, share opinions, and listen to others' perspectives. They begin to use timelines and multiple sources to understand the sequence of events and make connections between past and present, including how communities change over time. Students also explore how individuals, events, and innovations influence daily life and how cultural beliefs and traditions may reflect more than one culture. In addition, they expand their understanding of economics by examining how goods and services are produced in different communities and how skills, supply, and demand impact what is available and at what cost.</i> ● 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.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.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.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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● 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.6: Explain what government is and its function. ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.	● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted ● 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.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. ● 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.EconET.3: Describe how supply and demand influence price and output of products.	
ESTABLISHED GOAL Students will be able to explain the basic responsibilities of citizens in a classroom, school, family, and community. All individuals can show good citizenship in various ways. Students will be able to explain how people choose leaders. The unit will teach about voting, democracy, and debating.	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<u><i>Students will understand that...</i></u> ● Citizens have rights and responsibilities. ● Being a good citizen involves respecting oneself and others. ● It is important to follow rules at home, at school, and in the community. ● Sometimes everyone votes to make rules.	1. What is a community, and what are the communities to which I belong? 2. What is the common good in a community, and how do community members work together to balance the needs and wants of individuals in a community? 3. Why and how do we make decisions and rules in a community (democracy)? 4. How should people in our community be treated?

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	• Sometimes citizens vote for leaders. • Different leaders make the rules, or laws. • The president is the leader of the country. • The governor is the leader of the state. • The mayor is the leader of the local government.	5. What are fair/unfair actions/behaviors? What should I do in response to fair/unfair actions/behaviors? 6. What is a process we can follow to peacefully resolve conflicts?
Acquisition		
<u><i>Students will be able to...(Depth of Knowledge)</i></u> • Develop and use civics vocabulary (e.g., citizen, rule, law, leader, responsibility, vote) to describe ideas about communities and citizenship. • Understand that individuals have responsibilities in their family, classroom, and community. • Identify and explain rules and laws and why they are important for fairness, safety, and the common good. • Recognize that community members and leaders have different roles that help support and serve others. • Describe how people demonstrate good citizenship through cooperation, respect, and following rules. • Understand that all people play a role in decision-making, including an introduction to voting and shared choices. DOK Level 1: Recall and Reproduction • Description: Students will recall basic facts, definitions, and concepts about communities and good citizenship. They will demonstrate understanding through simple activities that involve recall or basic comprehension.		

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- **Examples:**

- **What is a community?**

- Students can identify and list different types of communities (family, classroom, neighborhood).

- **Who are community helpers?**

- Students can name common community helpers (police officers, teachers, doctors, etc.).

- **Classroom Rules:**

- Students will recall and describe specific classroom rules and their importance.

Instructional Activities for DOK Level 1:

- **Matching activities:** Match community helpers to their roles (e.g., "A teacher helps students learn").
- **Short-answer questions:** Ask students, "What is a rule we follow in our classroom?" and have them respond with specific examples.
- **Drawings:** Have students draw a picture of their family and identify their role in the community.

DOK Level 2: Skills and Concepts

- **Description:** Students will explain concepts, organize information, and demonstrate basic understanding through short tasks that involve making connections or organizing information.
- **Examples:**
 - **Roles in Communities:**

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- Students explain the roles of community members (e.g., what does a teacher do in the classroom?).
- **Good Citizenship:**
 - Students describe behaviors that demonstrate good citizenship, both at school and at home.
- **Rules and Laws:**
 - Students explain why rules and laws are important and give examples of rules in their community.

Instructional Activities for DOK Level 2:

- **Cause and effect:** Ask students to describe how breaking a rule could affect the community.
- **Group work:** Students collaborate to create a list of behaviors that show respect in a community.
- **Role-playing:** Have students act out scenarios showing both good and bad citizenship behaviors.

DOK Level 3: Strategic Thinking

- **Description:** Students engage in more complex reasoning, where they must make decisions, solve problems, and apply knowledge in new situations. They make connections between multiple concepts and can begin to analyze and synthesize information.
- **Examples:**
 - **Leadership and Voting:**

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- Students will analyze how leadership works in their classroom and community, making decisions about how to vote and why voting is an important way to make decisions.
- **Making Decisions in a Community:**
 - Students will discuss how community decisions are made (e.g., how we vote for leaders or decide on class activities) and the importance of democratic decision-making.
- **Collaborating for the Common Good:**
 - Students can identify and explain how working together and following rules helps create a positive environment for everyone.

Instructional Activities for DOK Level 3:

- **Classroom election:** Students will participate in a mock election, discuss the importance of voting, and make decisions as a group (e.g., voting for a class representative or decision on a community activity).
- **Discussion and analysis:** Have students discuss the role of a good citizen and how they can make their community better by following rules and voting.
- **Problem-solving scenarios:** Present a situation where students need to decide what a good citizen would do (e.g., “What should we do if someone in the classroom breaks a rule?”).

DOK Level 4: Extended Thinking

- **Description:** At this level, students engage in extended problem-solving, creating new ideas or products based on their learning. They reflect critically on the

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	concepts and take on projects that involve synthesizing information, making long-term plans, or considering broader societal implications. ● Examples: ○ Good Citizenship Projects: ■ Students could plan and carry out a small class project aimed at improving their classroom or home community by demonstrating citizenship skills. ○ Reflection on Leadership: ■ Students might reflect on what makes a good leader and apply these traits to their own lives, possibly in a presentation or written reflection. ○ Analyzing Citizenship in Action: ■ Students could take on the task of creating a plan for how their class or community can be better, using good citizenship as a guiding principle. Instructional Activities for DOK Level 4: ● Community Action Project: Students could create a “community improvement” project to enhance their classroom environment or home setting, integrating leadership and citizenship skills. ● Collaborative Discussion: In groups, students might research and present a "How We Can Be Good Citizens" plan for their class, deciding on actionable goals. ● Class Reflection: Have students write a letter or story reflecting on how their classroom operates like a community and what changes they could make to improve it as good citizens.
Stage 2 Evidence	

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Evaluative Criteria	Assessment Evidence
	● Pre-assessments of students' prior knowledge in the form of a survey, KWL chart, or writing prompt ● Demonstrations/role-playing that verify the knowledge and skills learned ● Anecdotal notes ● Teacher observations ● Journal entry ● Class/group discussions ● Student/group presentation and projects ● Teacher and student created rubrics ● Quizzes provided on Savvas Learning Company: myWorld Interactive Social Studies (Grade 1) or similar curricular resource ● Chapter test provided on Savvas Learning Company: myWorld Interactive Social Studies (Grade 1) or similar curricular resource ● Build a test option included within each SAVVAS chapter-Build a Test or similar curricular resource
	Formative Assessment and other evidence: Peer Feedback Student Self Assessments Exit Tickets
Stage 3 Learning Plan	
Materials and Resources Instruction is guided by the New Jersey Student Learning Standards (NJSLS) for Social Studies. The district-approved resource, Savvas <i>MyWorld Social Studies and Savvas Realize (digital platform)</i>, are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs. Scope and Sequence (Units 1-4) Savvas myWorld Interactive Curricular Resource:	

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Unit 1 [Chapter 1: Rights and Responsibilities of Citizens](#)

Chapter Opener: Rights and Responsibilities of Citizens

Quest (PBL): Write Your Skit

Weekly Pacing Guide:

Week 1

- Chapter Opener: Rights and Responsibilities of Citizens
- Introduce Quest: Write Your Skit
- **Mandates:** Laura Wooten Law – introduce democracy & class rules; Diversity & Inclusion – all student voices matter

Week 2

- Lesson 1: Acting as Good Citizens
- Literacy Skills: Distinguish Fact from Fiction
- **Mandates:** Diversity & Inclusion – model fairness/respect for all; Amistad – include African American examples of citizenship

Week 3

- Lesson 2: Rights and Responsibilities

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- **Mandates:** Diversity & Inclusion – highlight rights of all people; Amistad – connect to African American struggles for equal rights

Week 4

- Lesson 3: Following Rules and Laws
- Critical Thinking Skills: Solve a Problem
- **Mandates:** Laura Wooten Law – laws as foundation of democracy; Holocaust Law (age-appropriate) – fairness, kindness, standing against hate

Week 5

- Lesson 4: My Leaders
- **Mandates:** Amistad – African American leaders in government & community; Diversity & Inclusion – leaders with disabilities or diverse backgrounds

Week 6

- Lesson 5: My Government
- **Mandates:** Laura Wooten Law – civic participation & voting; Amistad – contributions of African Americans in shaping government

Week 7

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- Lesson 6: Making Choices in Government
- **Mandates:** Laura Wooten Law – citizen participation in democracy; Diversity & Inclusion – every voice and vote matters

Week 8

- Primary Sources: Artifact – Historic Voting Ballot
- Continue Quest Work
- **Mandates:** Laura Wooten Law – connect artifact to voting rights; Amistad – historic struggles for voting equality

Week 9

- Readers
- myWorld Activity Guide
- Chapter Closer: Rights and Responsibilities of Citizens
- Spanish Resources
- Finalize Quest Presentations
- **Mandates:** Culmination – integrate all mandates (Amistad: diverse leaders, Holocaust: fairness, Wooten: democracy, Diversity & Inclusion: all belong)

Supplemental Instructional Materials/Activities:

Books

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1. Community:

Me on the Map by Joan Sweeney - Introduces children to maps and their place in the world.

The Big Orange Spot by Daniel Manus Pinkwater - Explores community and individuality.

City Mouse, Country Mouse by Jan Brett - Contrasts urban and rural environments.

2. Voting:

Duck for President by Doreen Cronin - Introduces the concept of elections and voting in a humorous way.

Grace for President by Kelly DiPucchio - Follows a girl's campaign for class president.

3. Good Citizenship:

The Juice Box Bully: Empowering Kids to Stand Up for Others by Bob Sornson and Maria Dismondy

Lend a Hand: Poems About Giving by John Frank

The Crayon Box That Talked by Shane DeRolf

I'm Like You, You're Like Me: A Book About Understanding and Appreciating Each Other by Cindy Gainer

Do Unto Otters: A Book About Manners by Laurie Keller

Activities and Resources

1. Community Walk: Take a walk around the school or neighborhood to observe and discuss different types of buildings, homes, and facilities.

2. Community Maps: Have students create simple maps of their school, neighborhood, or a fictional community, identifying key locations like parks, schools, homes, and businesses.

3. Voting Simulations: Conduct a class election for a classroom job or favorite book character, complete with ballot papers and a voting booth setup.

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4. Field Trips (if feasible): Visit local places like a farm (rural), downtown area (urban), or a suburban neighborhood to observe firsthand the differences between these environments.
5. Guest Speakers: Invite community members such as a police officer, librarian, or local business owner to talk about their roles in the community.
6. Crafts and Projects:
 - Create dioramas depicting urban, suburban, and rural scenes.
 - Make collage posters showing different aspects of community life.
 - Create a poster to show a responsibility in the classroom or at home and answer why it is an important responsibility.
7. **Approved Supplemental Digital Resources:** Use educational videos or online resources from [National Geographic Kids](#), [BrainPop Jr.](#), or [Epic! Digital Library](#) that explains community types, good citizenship, and voting in a kid-friendly manner.
8. Scholastic News (if available)

Suggested Holidays to Include:

Patriot's Day (September)
Constitution Day (September)
Election Day (November)
Diwali (October/November)
Veterans' Day (November)
Thanksgiving (November)

Meeting the Needs of Students Overview of Accommodations and Modifications

Students with Special Needs	<u>MLLs</u>	Students at Risk of School Failure	<u>Gifted and Talented Students</u>
● IEP/504 for specificities such as the following:	● Support will be provided according to the	● Monitor student success on formative, summative, and	● Use of Higher Level

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○ Additional time ○ Review directions ○ Assist with organization ○ Preferential seating ○ Follow a routine ● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher.	recommendations outlined by WIDA ● <u>Use Shelter Instruction Option Protocols (SIOP)</u> ● Building Background Information through brainstorming, semantic webbing, use of visual aids, and other comprehension strategies. ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level. ● Develop content area vocabulary through the use of word walls and labeling classroom objects. ● Students encounter new academic vocabulary in English. ● Directions stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline.	other assessment points ● Strategies for Support ○ Parent meeting ○ Skills review ○ Differentiation ○ Assign SAVVAS lessons online for an at-home intervention. ○ Open-book assessments	Questioning Techniques ● Varied Lexile levels of reading ● Increased production in writing assignments ● Student-directed learning/ independent studies ● Extension Activities ● Authentic listening and reading sources that provide data and support for speaking and writing prompts.
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	● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction ● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication ● Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse.		
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Unit 2: Exploring Our Country: From Then to Now — Celebrating Traditions, Change, and Our Shared American Story	Grade: 1	Pacing: 3 - 40 minute periods per week (9 weeks)
Unit Overview In this unit, first-grade students will embark on an exciting journey through time to explore how things in America have changed from the past to the present day. Through engaging activities, discussions, and hands-on experiences, students will develop an understanding of the concept of time and the ways in which technology, daily life, and communities have evolved over generations in our country. Additionally, students will explore American symbols and traditions and how they’ve become a key party of American heritage. By comparing and contrasting past and present events, students will gain insights into the continuity and change that shape		

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our lives today.			
Stage 1 Desired Results			
New Jersey Student Learning Standards			
<u>Content Standards</u>	<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>	<u>Interdisciplinary Connections</u>
Content Standards NJSLS Social Studies Standards: 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.Geo.HE.1: Explain how	Standards 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks. • Create a sequence of events using the coding program, Scratch Jr. 8.1.2.AP.4: Break down a task into a sequence of steps.	Standards 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.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	English Language Arts Standards: RI.CI.1.2 / RL.CI.1.2 – Determine main topic and retell key details in informational and literary texts <u>Social Studies Connection:</u> Students identify key ideas and details in texts about life in the past and present, including changes in transportation, communication, and daily life. RI.IT.1.3 – Describe relationships among pieces of information (compare/contrast, sequence, cause-effect) <u>Social Studies Connection:</u> Students compare past and present life by describing how things have changed over time,

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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.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.		or save (e.g., commercials, family, culture, society). 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).	especially in technology, transportation, and communities. W.1.2 – Write informative/explanatory texts <u>Social Studies Connection:</u> Students write about how life in America has changed over time using facts about the past and present (e.g., transportation, communication, daily life). SL.PE.1.1 – Participate in collaborative conversations about grade 1 topics and texts <u>Social Studies Connection:</u> Students discuss changes over time in America, sharing ideas, asking questions, and responding to peers during conversations about past and present life. <u>Science:</u> K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a
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			simple problem that can be solved through the development of a new or improved object or tool. • Compare/contrast strategies will help students understand the changes that have taken place to better our country. • Observations and recording their thinking through drawing and labeling will assist students with seeking and researching information on their own to brainstorm a civic virtue project. <u>Math:</u> 1.NBT.A. 1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. • Students will extend the counting sequence throughout the unit while counting years.
Vertical Integration NJSLS Social Studies (K–2 Grade Band)			

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Prior Learning

Prior to this unit, students developed foundational understandings of community, culture, and early historical thinking in Kindergarten social studies. They were introduced to national symbols, holidays, and traditions, and began to recognize that these reflect shared values and ways of life in the United States. Students explored how people live in different places and how families and communities may have different beliefs, traditions, and cultures. They also began to understand that the past influences the present through stories, songs, and simple historical examples. In addition, students practiced recognizing fairness, respect, and inclusion in classroom and community settings, laying the groundwork for understanding diversity and how people work together in communities.

- **6.1.2.CivicsDP.3** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **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.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.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.

Future Learning

By the end of Grade 2, students build upon their understanding of culture, history, and civic life by engaging more deeply in discussions where they ask questions, consider facts, listen to others, and share ideas respectfully. They begin to use timelines and multiple sources to organize events in sequence and make connections about how communities and history change over time. Students also develop the ability to understand different perspectives by examining how beliefs, traditions, and experiences may vary across cultures and how people can be represented in different ways in historical accounts. In addition, they strengthen their understanding of civic values by exploring how diversity, fairness, respect, and shared symbols reflect the principles of American identity and how past events, individuals, and innovations continue to influence life today.

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

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● 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.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. ● 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.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.		● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ● 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.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. ● 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.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	
ESTABLISHED GOAL The goal of this unit is to set focus on being able to compare and contrast differences in schools, communities, and daily life long ago and today. Students then use what they have learned, to be able to observe changes in technology and transportation. In addition, students will come up with ways to make their community a better place.	<i>Meaning</i>		
	ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
	<u><i>Students will understand that...</i></u> ● Individuals use clocks and calendars to measure time. ● Schools in the past were similar to and different from schools today. ● Daily life and customs in the past were similar to and different from daily life and customs today. ● Getting from one place to another was different in the past compared to life today. ● Communication/technology looked different in the past when compared to today.		1. How was life different long ago? 2. What obstacles have people faced in improving their communities, and how did they deal with those challenges? 3. How have people resolved conflicts in the past? 4. How have the actions of people in the past affected the present? 5. How do (past and present) individuals and groups make changes (positive and negative) in society? 6. How do symbols help us remember important things about our country? 7. Why do we celebrate special holidays and traditions?

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	• Families and communities worked together and did things differently in the past compared to now. • History is the story of change. • Our country has historical people and events that influenced change. • American symbols represent important ideas • Changes within our community happened over time. • Traditions help us celebrate and remember • Historical symbols and events shape our traditions. • They can make changes in their lives and the larger community. • Appreciate how our world is a better place because of the changes people made.	8. How do American symbols and traditions make us feel connected to our country?
	<i>Acquisition</i> <u><i>Students will be able to...(Depth of Knowledge)</i></u> • Develop and use historical vocabulary (e.g., past, present, long ago, change, history) to describe differences between life today and in the past • Identify and describe how life in America has changed over time, including transportation, communication, technology, and daily life • Recognize that historical events, people, and innovations influence life today in simple, concrete ways • Compare life in the past and present using stories, images, and discussions • Begin to understand that people and cultures may have different experiences and perspectives when learning about history	

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DOK Level 1: Recall and Reproduction

At this level, students are expected to recall facts, definitions, or simple concepts. This is the foundational level of understanding.

- **Objective:** Identify and describe important American symbols and figures.
- **Examples of Activities:**
 - *Identify* the American flag, Statue of Liberty, and Kente cloth as symbols of the U.S.
 - *Recall* key facts about historical figures such as Martin Luther King Jr. or Cesar Chavez.
 - *List* objects or traditions in the classroom that represent past or present American life (e.g., the American flag, school supplies, or family heirlooms).

Examples:

- *What is the name of the flag that represents the United States?*
- *Who is Martin Luther King Jr.?*
- *What is the traditional clothing worn by people from West Africa?*

DOK Level 2: Skills and Concepts

At this level, students engage in mental processing beyond simple recall, such as comparing, classifying, or explaining concepts.

- **Objective:** Explain how symbols, traditions, and technology have changed over time.
- **Examples of Activities:**
 - *Explain* how transportation in the past (e.g., horse and buggy) is different from today (e.g., cars, buses).
 - *Compare* old and new technologies (e.g., rotary phones vs. smartphones) and describe their uses.

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- *Describe* the significance of American symbols, such as the American flag or Kente cloth, and how they reflect different cultures or historical moments.

Examples:

- *How is the way people travel today different from the past?*
- *What are some symbols that represent freedom and equality? How are they important?*
- *Explain why traditions like Thanksgiving have been passed down from generation to generation.*

DOK Level 3: Strategic Thinking

This level involves deeper thinking. Students are required to analyze, differentiate, and make connections between ideas or concepts. They use reasoning, planning, and abstract thinking.

- **Objective:** Analyze the changes and continuities in cultural practices, technology, and community life, and connect them to the present day.
- **Examples of Activities:**
 - *Compare and contrast* past and present family traditions or holidays, and explain how these practices have evolved (e.g., food traditions, family celebrations).
 - *Analyze* the role of important historical figures (e.g., Rosa Parks, Cesar Chavez) and their impact on social change, both in the past and today.
 - *Explain* how different technologies (e.g., the telephone, computer, and internet) have affected communication and daily life in American society.

Examples:

- *What are some ways that family traditions have changed over time in your family?*
- *How did Martin Luther King Jr. help change American society?*
- *What is the role of technology today compared to what your grandparents used?*

DOK Level 4: Extended Thinking

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At this level, students apply their learning in new and more complex contexts. The tasks involve planning, designing, and reflecting on concepts in deeper, more abstract ways.

- **Objective:** Synthesize knowledge from multiple sources to create projects that show understanding of how American symbols, traditions, and history connect to their own cultural identity.
- **Examples of Activities:**
 - *Create a heritage quilt or mural* that incorporates different symbols and traditions from both American and personal (family) history, reflecting how culture and traditions have changed and stayed the same over time.
 - *Develop a timeline* that shows key historical events that influenced Black and Hispanic communities, along with technological or cultural changes that occurred over time.
 - *Present a project* (e.g., oral presentation, video, or storybook) where students synthesize their learning about symbols, traditions, and historical figures from both Black and Hispanic American history.

Examples:

- *Create a timeline of key historical events that have shaped Black or Hispanic culture in the U.S. Include how those events have influenced American traditions and symbols today.*
- *Design a "traditions book" that shows how specific cultural practices from your family have been passed down over generations, comparing them to national or regional traditions in America.*

DOK Level 5: Sophisticated Thinking (Note: This level is typically beyond what is expected at the first-grade level, but in some cases, it can be introduced in simplified forms or as a stretch goal.)

At this level, students demonstrate the ability to think in an advanced, abstract, and reflective manner, often engaging in complex problem-solving and innovation.

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	● Objective: Innovate and reflect on cultural practices, technologies, and traditions in a way that demonstrates an understanding of their ongoing influence on society. ● Examples of Activities: ○ <i>Create a project or presentation</i> that not only reflects the past but also imagines what future generations might think about today's symbols and traditions. This could involve a student-created vision of how technology, culture, or traditions will continue to evolve. ○ <i>Predict future cultural changes</i> and describe how symbols like the American flag, technology, or national celebrations might evolve in the coming decades, given current social and technological trends. Examples: ● <i>Imagine a future where the U.S. has new symbols of unity. What might those symbols look like? How would they represent the changes in society?</i> ● <i>Based on your knowledge of past changes, predict how technology will continue to affect family life and community in the future.</i> Resources: ● SAVVAS: Interactive activities, worksheets, and games focusing on comparing the past and present, American symbols, and community contributions. ● Newsela: Readings and articles on historical figures, technology, and traditions, simplified for 1st grade, supporting students' understanding of American history and its cultural diversity.
Stage 2 Evidence	
Evaluative Criteria	<u>Assessment Evidence</u>
	● Pre-assessments of students' prior knowledge in the form of a survey, KWL chart, or writing prompt ● Demonstrations/role-playing that verify the knowledge and

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	skills learned ● Anecdotal notes ● Teacher observations ● Journal entry ● Class/group discussions ● Student/group presentation and projects ● Teacher and student created rubrics ● Quizzes and chapter test provided on Savvas Learning Company: myWorld Interactive Social Studies (Grade 1) or similar curricular resource ● Build a test option included within each SAVVAS chapter-Build a Test or similar curricular resource
	Formative Assessment and other evidence: Peer Feedback Student Self Assessments Exit Tickets
Stage 3 Learning Plan	
Materials and Resources Instruction is guided by the New Jersey Student Learning Standards (NJSLS) for Social Studies. The district-approved resource, Savvas <i>MyWorld Social Studies and Savvas Realize (digital platform)</i>, are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs. Scope and Sequence (Units 1-4) Savvas myWorld Interactive Curricular Resource: Unit 2 Chapter 4: Life Today and Long Ago Chapter Opener: Life Today and Long Ago Quest (PBL): Help Daria the Time Traveler!	

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Weekly Pacing Guide:

Week 1

- Chapter Opener: Life Today and Long Ago
- Introduce Quest: Help Daria the Time Traveler!
- **Mandates:** Diversity & Inclusion – all families have stories; Amistad – African American history as part of community memory

Week 2

- Lesson 1: Measuring Time
- Map and Graph Skills: Interpret Timelines
- **Mandates:** Diversity & Inclusion – timelines include diverse perspectives; Amistad – highlight African American events on timelines

Week 3

- Lesson 2: Schools and Communities Past and Present
- **Mandates:** Diversity & Inclusion – schools serve all learners; Amistad – struggles and progress for African American education

Week 4

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- Lesson 3: Daily Life Past and Present
- Literacy Skills: Compare and Contrast
- **Mandates:** Amistad – African American family life across time; Diversity & Inclusion – immigrant and cultural contributions

Week 5

- Lesson 4: Changes in Technology and Transportation
- **Mandates:** Diversity & Inclusion – technology improving accessibility for all; Amistad – African American inventors and innovators

Week 6

- Primary Sources: Text – Oral History
- **Mandates:** Amistad – oral histories from African American voices; Diversity & Inclusion – include voices of women, immigrants, and people with disabilities

Week 7

- Continue Quest: Help Daria the Time Traveler!
- Critical Thinking: Connect timelines, oral histories, and changes over time
- **Mandates:** Holocaust Law (age-appropriate) – importance of remembering history fairly and truthfully

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Week 8

- Readers
- myWorld Activity Guide
- Apply Literacy Skills: Compare and Contrast to text selections
- **Mandates:** Diversity & Inclusion – stories from diverse cultures; Amistad – highlight resilience and contributions of African Americans

Week 9

- Chapter Closer: Life Today and Long Ago
- Spanish Resources
- Quest Presentations: Showcase learning through “time travel” stories
- **Mandates:** Culmination – integrate all mandates (Amistad: African American history, Wooten: civic responsibility, Holocaust: fairness/memory, Diversity & Inclusion: all voices matter)

Supplemental Instructional Materials/Activities:

Books:

Past vs. Present

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A Street Through Time by Anne Millard

If You Lived 100 Years Ago by Ann McGovern

The Little House by Virginia Lee Burton

Now and Then by Barbara Shook Hazen

Miss Rumphius by Barbara Cooney

My First Little House Book: Prairie Day by Virginia Burton

My First Little House Book: A Little Prairie House Virginia Burton

American Symbols & Traditions

The Flag We Love by Pam Munoz Ryan

What's the Big Idea, Ben Franklin? by Jean Fritz

The Star-Spangled Banner by Francis Scott Key, illustrated by Peter Spier

The Pledge of Allegiance by R. J. Palacio

American Symbols by David A. Adler

Activities and Resources:

1. Compare and Contrast Worksheets: Create simple worksheets where students can draw or write about things that were different in the past compared to today (e.g., transportation, communication, homes).

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2. Artifact Exploration: Bring in or show pictures of artifacts from the past (like a rotary phone, old coins, etc.) and discuss how they are different from what we use today.
3. Timeline Creation: Help students create a simple timeline showing key events in their lives and events from their parents' or grandparents' lives. Discuss how things have changed over time.
4. Interviews: Encourage students to interview family members about what life was like when they were children. Students can then share their findings with the class.
5. Field Trips (if possible):
 - Visit local historical sites or places of significance in your community. Compare these places to how they may have looked or been used in the past.
 - Museum Visits or *Virtual Tours*: Local museums often have exhibits that show artifacts from different time periods, which can provide a tangible way for children to see how things have changed.
6. Hands-On Activities:
 - Old-fashioned Games Day: Organize a day where students can play traditional games that children played in the past (like hopscotch, marbles, etc.).
 - Dress-Up Day: Have a dress-up day where students come dressed as if they were living in the past (e.g., pioneer, Victorian era, 1950s).
 - Cooking from the Past: Prepare simple recipes that children might have eaten in the past (like homemade butter or old-fashioned candies). ***Get parent/nurse/admin permission for these activities***
7. Liberty Bell Chime: Create a simple version of the Liberty Bell using paper cups or cans. Students can decorate their bells and then use them to create a bell-ringing sound while discussing its significance.
8. Patriotic Song Sing-Along: Teach students patriotic songs like "This Land Is Your Land" or "America the Beautiful." Have a sing-along session where students can sing and discuss the meaning of the lyrics.

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9. Make a Patriotic Poster: Students create posters celebrating American symbols and traditions. They can use markers, stickers, and other craft supplies to decorate their posters with symbols like the bald eagle, the flag, and more.

10. Videos and Online Resources: **Approved Supplemental Digital Resources:** > * [National Geographic Kids](#)

- [BrainPop Jr.](#)
- [Epic! Digital Library](#)

11. Scholastic News (if applicable)

Suggested Holidays to Include:

- Hanukkah
- Christmas
- Kwanzaa
- Martin Luther King Jr. Day
- Chinese New Year

Meeting the Needs of Students Overview of Accommodations and Modifications

Students with Special Needs	<u>MLLs</u>	Students at Risk of School Failure	<u>Gifted and Talented Students</u>
• IEP/504 for specificities such as the following: ○ Additional time ○ Review directions ○ Assist with organization ○ Preferential seating ○ Follow a routine	• Support will be provided according to the recommendations outlined by WIDA • Use Shelter Instruction Option Protocols (SIOP) • Building Background Information through brainstorming, semantic	• Monitor student success on formative, summative, and other assessment points • Strategies for Support ○ Parent meeting ○ Skills review ○ Differentiation ○ Assign Savvas Learning Company: myWorld	• Use of Higher Level Questioning Techniques • Varied Lexile levels of reading • Increased production in writing assignments • Student-directed learning/ independent studies • Extension Activities

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● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher.	webbing, use of visual aids, and other comprehension strategies. ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level. ● Develop content area vocabulary through the use of word walls and labeling classroom objects. ● Students encounter new academic vocabulary in English. ● Directions stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline. ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction	Interactive Social Studies (Grade 1) lessons online for an at-home intervention. ○ Open-book assessments	● Authentic listening and reading sources that provide data and support for speaking and writing prompts.
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	• Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication • Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse		
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Unit 3: Community Resources, Culture, & Economics	Grade: 1		Pacing: 3 - 40 minute periods per week (9 weeks)	
Unit Overview In this unit, students will have a better understanding of the diversity of environments where people live and work. They will appreciate the differences between urban, suburban, and rural areas, and understand the importance of meeting needs and making choices about wants. This foundational knowledge will help them develop a broader perspective of the world around them and the roles they may play in their own communities.				
Stage 1 Desired Results				
New Jersey Student Learning Standards				
<u>Content Standards</u>	<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>	<u>Interdisciplinary Connections</u>	

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Content Standards	Standards	Standards	English Language Arts Standards:
NJSLS Social Studies Standards: 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. Limited resources influence choices. 6.1.2.EconET.3 Describe how supply and demand influence price and output of products. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). 6.1.2.EconET.4 Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.	8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.	9.2.2.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. 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. 9.4.2.CT.3: Use a variety of types of thinking to solve problems. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.	RI.CI.1.2 – Determine main topic and retell key details in informational texts <u>Social Studies Connection:</u> Students identify the main idea and key details in texts about urban, suburban, and rural communities, including how each type of community meets people’s needs through jobs, goods, and services. W.1.2 / W.IW.1.2 – Write informative/explanatory texts <u>Social Studies Connection:</u> Students write about different types of communities and explain how people meet their needs and wants through goods, services, and community resources (e.g., farms, stores, schools, transportation).

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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. Civics 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			SL.PE.1.1 – Participate in collaborative conversations <u>Social Studies Connection:</u> Students discuss how communities are different and how people meet needs and wants, while sharing ideas, asking questions, and building on peers’ thinking. L.1.5 / L.1.6 – Vocabulary development (needs, wants, goods, services, community types) <u>Social Studies Connection:</u> Students use and categorize vocabulary related to economics and community life (e.g., urban, suburban, rural, goods, services, resources, needs, wants) to describe how communities function. Science 1-LS1-1: Use materials to design a solution to a human
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work together to make decisions. Geography 6.1.2.Geo.HE.4 Investigate the relationship between the physical environment of a place and the economic activities found there. 6.1.2.Geo.GI.1 Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2 Use technology to understand the culture and physical characteristics of regions.			problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. 1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <u>Math</u> 1.OA.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Vertical Integration NJSLS Social Studies (K–2 Grade Band)			

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Prior Learning

Prior to this unit, students developed a foundational understanding of how communities function, including the difference between needs and wants and how people use resources, skills, and tools to provide goods and services. They learned that both individuals and governments play a role in meeting community needs and that people work together to complete shared responsibilities. In earlier Grade 1 units, students also explored how citizens cooperate within communities and how life and work have changed over time. In addition, they began to understand that environmental features such as weather and location can influence how people live and work in different places.

- **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.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.EconET.1:** Explain the difference between needs and wants.
- **6.1.2.EconET.4:** Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.
- **6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

Future Learning

By the end of Grade 2, students will deepen their understanding of how communities function by exploring how all people—not just formal leaders—contribute to solving problems, completing shared tasks, and making decisions. They will engage in structured discussions where they ask questions, listen to others, and share ideas to understand how communities work together fairly and respectfully. Students will also begin to explain how physical and human characteristics of places influence where people live and how they meet their needs, including how weather, resources, and location affect daily life. In addition, they will investigate how goods, services, people, and ideas move between places and how cultures and communities change over time through experiences, traditions, and history.

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

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| <ul style="list-style-type: none"> ● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. ● 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.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 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.4: Investigate the relationship between the physical environment of a place and the economic activities found there. | <ul style="list-style-type: none"> ● 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. ● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. ● 6.1.2.EconET.1: Explain the difference between needs and wants. ● 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.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. ● 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.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). |
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ESTABLISHED GOAL	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<u>Students will understand that...</u>	
The goal of this unit is for first grade students to have a better understanding of the diversity of environments where people live and work. They will appreciate the differences between urban, suburban, and rural areas, and understand the importance of meeting needs and making choices about wants.	• Rural (countryside/farms), urban (city/downtown), and suburban (residential neighborhoods) environments are different and have describing characteristics (e.g., buildings, transportation, population density). • They will be able to identify the type of environment they live in and its unique characteristics. • There are different types of workers in a community who help people and perform important jobs (e.g., police officers, firefighters, doctors). • There are roles and responsibilities of various community workers and they contribute to the community in many ways. • Community workers help keep everyone safe, healthy, and happy in different ways. • Needs are things that are necessary for survival like food, water, and shelter) and wants are things that people desire but are not essential. • There's the importance of prioritizing needs over wants in daily life.	• What is a community, and what are the different environments where people live? • What is the difference between a "need" and a "want"? • How do people make choices when resources are limited? • How do urban, suburban, and rural communities meet the needs of the people who live there? • How do goods and services move from one place to another?

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	Simple choices and decisions can be made based on needs and wants.	
	<i>Acquisition</i>	
	<i>Students will be able to...(Depth of Knowledge)</i> - Develop and use economics, geography, and community vocabulary (e.g., needs, wants, goods, services, urban, suburban, rural, resources, community) to describe how communities function and meet people's needs - Understand how different types of communities (urban, suburban, rural) provide various resources, jobs, and services to meet the needs of people - Explain how people, goods, and ideas move between communities and how this movement connects different places - Identify how physical and human characteristics of a place (land, weather, buildings, transportation) affect where and how people live - Recognize that all members of a community play a role in making decisions, solving problems, and working together respectfully DOK Level 1: Recall and Reproduction At this level, students are expected to recall basic facts, definitions, or simple concepts. Objective: Identify and describe different types of communities, resources, and basic economic concepts such as needs and wants. Examples of Activities: <i>Define</i> urban, suburban, and rural communities. <i>Identify</i> community resources (e.g., schools, libraries, hospitals, grocery stores). <i>Name</i> examples of needs and wants. <i>List</i> resources that are commonly found in each type of community. Examples of Questions:	

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- *What is the difference between an urban and a rural community?*
- *Can you name some community resources that help people live and work?*
- *What are some examples of needs?*
- *What are some examples of wants?*

DOK Level 2: Skills and Concepts

At this level, students engage in mental processing that involves comparing, explaining, and classifying ideas or concepts.

Objective: Explain the differences between urban, suburban, and rural communities and describe how resources are used to meet needs.

Examples of Activities:

- *Compare* urban, suburban, and rural communities in terms of population, transportation, and available resources.
- *Explain* why certain resources are more available in urban areas and others in rural areas (e.g., public transportation in urban areas vs. more land in rural areas for farming).
- *Classify* different resources (e.g., natural, human, capital) and match them with community types.
- *Sort* examples of needs and wants into two categories and explain why each item belongs in one category or the other.

Examples of Questions:

- *How are the resources in urban communities different from those in rural communities?*
- *Why might people in suburban communities have different needs than those in urban or rural communities?*
- *How do people in different types of communities meet their needs?*

DOK Level 3: Strategic Thinking

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At this level, students are required to engage in more complex thinking, such as analyzing, organizing, and making connections.

Objective: Analyze the relationship between community resources, culture, and economics and make connections between community life and personal choices about needs and wants.

Examples of Activities:

- *Analyze* how people in urban, suburban, and rural areas use resources to meet their needs (e.g., why cities may rely on public transportation but rural areas might need cars).
- *Explain* how community resources like schools or healthcare influence the quality of life in urban, suburban, and rural communities.
- *Create a comparison chart* showing the differences in resources and community life in urban, suburban, and rural areas.
- *Design a simple survey* to ask classmates about their needs and wants and analyze the responses to identify trends or differences.

Examples of Questions:

- *How do community resources like schools, stores, and parks influence the way people live in urban, suburban, and rural areas?*
- *Why might people in rural communities make different choices about transportation than those in urban areas?*
- *How do people in your community meet their needs and wants?*

DOK Level 4: Extended Thinking

At this level, students engage in complex problem-solving and reflection, often synthesizing information from multiple sources or creating new solutions or products.

Objective: Synthesize knowledge about communities and resources to understand how different environments affect people's choices, roles, and ways of life.

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Examples of Activities:

- *Design a model* of a community (urban, suburban, or rural) that demonstrates how resources are used to meet people's needs and wants. Present the model to the class and explain how the community works together to meet its needs.
- *Create a project* where students identify a resource challenge in a specific community (e.g., lack of public transportation in a rural area) and propose solutions that would improve the community's access to resources.
- *Write a reflection* on how the environment (urban, suburban, or rural) affects a person's daily life and choices. Use examples from the students' own lives or communities.

Examples of Questions:

- *If you lived in an urban, suburban, or rural community, how might your daily life be different? Explain using examples of resources and needs. How would your choices about needs and wants change?*
- *Design a solution to a problem in your community related to resources (e.g., how could your community better meet the needs of people who need transportation?)*
- *How do the roles of people in a community (teachers, farmers, doctors, etc.) change depending on where they live?*

DOK Level 5: Sophisticated Thinking

(Note: DOK Level 5 is typically beyond the scope for first grade, as it involves highly abstract thinking and synthesis of multiple complex ideas. However, you can incorporate aspects of this level in creative extensions or stretch assignments for advanced learners.)

Objective: Imagine future challenges and possibilities for resource use and community life.

Examples of Activities:

- *Predict the future of communities* and how technology might change the way people live, work, and meet their needs in urban, suburban, or rural areas.

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	• <i>Design a community of the future</i> that meets the needs and wants of its people, using new technologies or systems for resources (e.g., renewable energy, telecommuting, or virtual education). • <i>Write an essay</i> on how understanding the resources and needs of different communities can help solve real-world problems like poverty, pollution, or transportation. Examples of Questions: • <i>How do you think communities will change in the future as new technologies and resources become available?</i> • <i>Imagine a new resource that could help solve a problem in your community. What would it be, and how would it work?</i>
Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence
	• Pre-assessments of students' prior knowledge in the form of a survey, KWL chart, or writing prompt • Demonstrations/role-playing that verify the knowledge and skills learned • Anecdotal notes • Teacher observations • Journal entry • Class/group discussions • Student/group presentation and projects • Teacher and student created rubrics • Quizzes provided on SAVVAS or similar curricular resource • Chapter test provided on SAVVAS or similar curricular resource • Build a test option included within each SAVVAS chapter-Build a Test or similar curricular resource
	Formative Assessment and other evidence: Peer Feedback Student Self Assessments

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	Exit Tickets
Stage 3 Learning Plan	
Materials and Resources Instruction is guided by the New Jersey Student Learning Standards (NJSLS) for Social Studies. The district-approved resource, Savvas <i>MyWorld Social Studies</i> and Savvas <i>Realize (digital platform)</i>, are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs. Scope and Sequence (Units 1-4) Savvas myWorld Interactive Curricular Resource: Unit 3 Scope and Sequence – 9 Weeks Chapter 6: Work in the Community Chapter Opener: Work in the Community Quest (PBL): Write Your Plan: Writing Using Sources <u>Weekly Pacing:</u> Week 1 ● Chapter Opener: Work in the Community ● Introduce Quest: Write Your Plan ● Mandates: Diversity & Inclusion – all community members contribute; Amistad – African American workers shaping communities Week 2 ● Lesson 1: Needs, Wants, and Choices	

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- Mandates: Diversity & Inclusion – explore different family needs/wants; Amistad – highlight African American entrepreneurs

Week 3

- Lesson 2: Goods and Services
- Literacy Skills: Identify Main Idea and Details
- Mandates: Amistad – African American contributions to goods and services; Diversity & Inclusion – inclusive examples of services that support all people

Week 4

- Lesson 3: Producers and Consumers
- Mandates: Amistad – spotlight African American producers/consumers in history; Diversity & Inclusion – immigrant and disability-owned businesses

Week 5

- Lesson 4: We Spend, Budget, and Save
- Critical Thinking Skills: Analyze Costs and Benefits
- Mandates: Laura Wooten (adapted) – making responsible financial choices for the community good; Amistad – examples of African American savings groups and businesses

Week 6

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- Lesson 5: Specialized Work
- Mandates: Diversity & Inclusion – celebrate different talents and jobs; Amistad – African American specialists (inventors, artisans, professionals)

Week 7

- Primary Sources: Photograph – Loading Trucks
- Mandates: Amistad – connect to African American labor history; Diversity & Inclusion – workers of all backgrounds keep communities moving

Week 8

- Readers
- myWorld Activity Guide
- Apply Literacy Skills: Main Idea & Details to workplace/community texts
- Mandates: Diversity & Inclusion – workers of all abilities; Amistad – African American stories in the workforce

Week 9

- Chapter Closer: Work in the Community
- Spanish Resources
- Quest Presentations: Share written plans for community work/projects

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- Mandates: Culmination – integrate all mandates (Amistad: African American workers, Wooten: civic responsibility in choices, Holocaust Law: fairness in work opportunities, Diversity & Inclusion: every role matters)

Supplemental Instructional Materials/Activities:

Books:

1. Urban, Suburban, Rural Environments:

What Do You See in Your Neighborhood? by National Geographic Kids

Hello, Harvest Moon by Ralph Fletcher

Click, Clack, Moo: Cows That Type by Doreen Cronin

The Berenstain Bears' Big City by Stan and Jan Berenstain

The City Mouse and the Country Mouse by Jerry Pinkney

2. Community Workers:

Clothesline Clues to Jobs People Do by Kathryn Heling and Deborah Hembrook

A Day in the Life of a Firefighter by Linda Hayward

Community Helpers from A to Z by Bobbie Kalman

3. Economics (needs, wants, and choices):

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The Berenstain Bears' Trouble with Money by Stan and Jan Berenstain

If You Give a Mouse a Cookie by Laura Numeroff

A Chair for My Mother by Vera B. Williams

The Sweetest Fig by Chris Van Allsburg

4. Diversity/Culture:

All Are Welcome by Alexandra Penfold

Last Stop on Market Street by Matt de la Peña

The Name Jar by Yangsook Choi

My Name Is Yoon by Helen Recorvits

Activities and Resources:

1. Community Helpers Role Play: Set up a dramatic play area where students can dress up as different community workers (e.g., police officers, doctors, firefighters). Provide props like a toy fire truck, medical kit, or police badge. (You will need dress-up clothes and props related to various community jobs.)
2. Community Helpers Chart: Create a large chart on the wall with pictures of different community workers. Have students match pictures with the tools they use and write or draw simple descriptions of what each worker does. (You will need pictures of community helpers, construction paper, and markers.)

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3. Interview a Community Worker: Invite a community worker (like a firefighter or a nurse) to visit the class and answer questions. Prepare a list of questions with the help of the students. (You will need an invitation letter, recording equipment (optional), and a list of questions.)
4. Community Helpers Booklet: Students create a booklet about different community workers. Each page can include a drawing of a worker, what they do, and why they are important.
5. Needs vs. Wants Sorting Game: Provide students with a set of picture cards depicting various items (e.g., food, toys, clothing). Have students sort them into two categories: needs and wants.
6. Story Time with Needs vs. Wants: Read a book that highlights needs and wants (e.g., "A Chair for My Mother" by Vera B. Williams). Discuss the story with students and have them identify examples of needs and wants. (You will need picture cards of items, sorting mats.)
7. Cultural Celebrations: Learn about and celebrate different cultural holidays or festivals (e.g., Lunar New Year, Black History Month). Students can make crafts, try traditional foods, or participate in related activities.
8. Field Trip or Virtual Tour: Organize a field trip to a local area representing one of the environments (e.g., a city, a suburban neighborhood, or a farm). Alternatively, use virtual tours to explore different environments.
9. Draw Your Environment: Have students draw or create a model of their home environment (urban, suburban, or rural) and explain the features in a short presentation.
10. Videos and Online Resources: **Approved Supplemental Digital Resources:** > * [National Geographic Kids](#)
 - [BrainPop Jr.](#)
 - [Epic! Digital Library](#)
11. Scholastic News (if applicable)

Suggested Holidays to Include:

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● Black History Month (must include) ● Women's History Month (must include) ● Groundhog's Day ● President's Day ● George Washington's & Abe Lincoln's Birthday ● Eid al Fitr			
Meeting the Needs of Students Overview of Accommodations and Modifications			
Students with Special Needs	<u>MLLs</u>	Students at Risk of School Failure	<u>Gifted and Talented Students</u>
● IEP/504 for specificities such as the following: ○ Additional time ○ Review directions ○ Assist with organization ○ Preferential seating ○ Follow a routine ● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher.	● Support will be provided according to the recommendations outlined by WIDA ● Use Shelter Instruction Option Protocols (SIOP) ● Building Background Information through brainstorming, semantic webbing, use of visual aids, and other comprehension strategies. ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level. ● Develop content area vocabulary through the use	● Monitor student success on formative, summative, and other assessment points ● Strategies for Support ○ Parent meeting ○ Skills review ○ Differentiation ○ Assign Savvas Learning Company: myWorld Interactive Social Studies (Grade 1) lessons online for an at-home intervention. ○ Open-book assessments	● Use of Higher Level Questioning Techniques ● Varied Lexile levels of reading ● Increased production in writing assignments ● Student-directed learning/independent studies ● Extension Activities ● Authentic listening and reading sources that provide data and support for speaking and writing prompts.

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	of word walls and labeling classroom objects. ● Students encounter new academic vocabulary in English. ● Directions stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline. ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction ● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication ● Provide students with opportunities to participate in numerous social studies discussions to increase ELLs		
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	competency and confidence in verbal discourse.		
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Unit 4: A First Grade Geography Adventure & Map Skills	Grade: 1	Pacing: 3 - 40 minute periods per week (9 weeks)	
Unit Overview Unit 4: Exploring Our World, Exploring Ourselves: A Journey Through Geography, Maps, and Our Communities introduces first-grade students to fundamental geography concepts and map skills. The unit encourages students to explore the world around them, focusing on both global and local landscapes. They will learn about landforms, bodies of water, and map features such as grids, symbols, and legends to help them better understand places and locations. Through hands-on activities, students will explore their own community of Hillside, NJ, as a real-world example of how geography shapes daily life. They will also discover how weather, climate, and environmental factors influence where and how people live, work, and celebrate traditions. The unit highlights the importance of both personal and cultural histories, connecting these geographic concepts to the students' own experiences and backgrounds, particularly for Black and Hispanic students, by incorporating culturally relevant examples and community connections. By the end of the unit, students will gain a deeper understanding of how geography is tied to their personal identity, community, and the broader world. They'll recognize that geography is not just about maps but also about understanding the places we live, the cultures we belong to, and how the environment impacts our lives.			
Stage 1 Desired Results New Jersey Student Learning Standards			
<u>Content Standards</u>	<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>	<u>Interdisciplinary Connections</u>
Content Standards	Standards	Standards	English Language Arts

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NJSLS Social Studies Standards: Economics 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. Limited resources influence choices. 6.1.2.EconET.3 Describe how supply and demand influence price and output of products. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). 6.1.2.EconET.4 Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.	8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 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.	9.2.2.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). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve	Standards: RI.CI.1.2 – Determine main topic and retell key details in informational texts <u>Social Studies Connection:</u> Students identify the main idea and key details in texts about maps, landforms, and physical features such as mountains, rivers, lakes, and local geography RI.TS.1.4 – Use text features to locate and understand information <u>Social Studies Connection:</u> Students use maps, diagrams, labels, captions, and headings to locate and understand geographic information, including landforms, directions, and map symbols. W.1.2 / W.IW.1.2 – Write informative/explanatory texts <u>Social Studies Connection:</u> Students write about landforms,
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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. Civics 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		problems (e.g., inductive, deductive). 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).	maps, and locations by naming geographic features, providing facts, and explaining how maps represent real places (including their own community). SL.PE.1.1 – Participate in collaborative conversations about grade-level topics <u>Social Studies Connection:</u> Students discuss maps, directions, and landforms with peers by asking questions, sharing observations, and describing geographic features using academic vocabulary. Math: 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
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work together to make decisions. Geography 6.1.2.Geo.HE.4 Investigate the relationship between the physical environment of a place and the economic activities found there. 6.1.2.Geo.GI.1 Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2 Use technology to understand the culture and physical characteristics of regions. .			
Vertical Integration NJSLS Social Studies (K–2 Grade Band)			

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Prior Learning

Prior to this unit, students developed foundational geography skills within the K–2 social studies band by learning how maps and technology can be used to explore places and understand physical and human characteristics of different regions. They were introduced to basic map features such as symbols, titles, and directions, and learned that maps are created for specific purposes such as showing routes or identifying locations. Students also began to recognize physical features of the Earth, including landforms and bodies of water, and explored how weather, climate, and natural resources can influence where and how people live. In addition, they were introduced to the idea that people can observe and gather information about places to better understand their environment and the world around them.

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

Future Learning

In future learning, students will deepen their understanding of geography, civics, and history by engaging in more purposeful discussions where they ask questions, consider evidence, and share ideas to solve problems collaboratively. They will learn how personal traits such as fairness, persistence, and respect support effective teamwork and help communities work together. Students will begin to use maps and geographic tools with greater independence to identify and analyze physical and human features, understand how and why maps are created, and interpret spatial information. They will also explore how communities change over time by using historical sources and evidence to make simple claims about community development. In addition, students will begin to connect geography and civics by identifying local issues and considering how communities can respond to change and improve places where people live.

- **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.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.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.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community

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student’s assigned seat in the classroom, needs more thought). ● 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. ● 6.3.2.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.	(e.g., origins of its name, originating members, important historical events and places). ● 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). ● 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. ● 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).	
ESTABLISHED GOAL The goal of this unit is to introduce 1st graders to basic geography concepts and map skills. They will become more familiar with landforms and bodies of water, learn how to use simple maps, and see how these features are part of the	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<u>Students will understand that:</u> ● Maps are pictures or drawings that show where things are located in the real world. They help us understand and find places, objects, and features in our environment. ● Maps use symbols (like shapes and colors) to	1. What is geography, and how can it help us understand the world around us? 2. How do maps and symbols help us find places, both near and far? 3. What are the different types of landforms and bodies of water, and how do they shape the places we live?

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bigger picture of geography. Additionally, they will investigate their local community using basic map grids and differentiate between relative and absolute locations. Students will discover how seasonal weather, climate, and other environmental factors impact people's lives in different places and regions.	represent different things, such as buildings, roads, or parks. • The idea of direction (like up, down, left, and right) helps us understand how to move from one place to another. • We can describe where something is by saying whether it's near, far, to the left, or to the right of something else. • Land and water can be identified on a globe and map. • Location, weather, and the environment affect the way people live. • Climate and climate change can affect our lives and where we live.	4. How does weather and climate impact the way people live, work, and celebrate in different regions? 5. How can we use maps to learn more about our own community and the neighborhoods where we live? 6. What role does our culture and history play in how we view the world and the geography around us? 7. How do different communities, like our own, use geography to meet their needs and connect with one another? 8. How can understanding geography help us make better choices about how we live and interact with others?
	<i>Acquisition</i> <u><i>Students will be able to...(Depth of Knowledge)</i></u> • Develop and use geography and map vocabulary (e.g., map, globe, landform, river, lake, mountain, cardinal directions, symbols) to describe and interpret places • Identify and describe physical and human features of the Earth and explain how they help define different locations • Use maps and simple spatial tools to locate places, recognize patterns, and understand where things are in the world • Understand that maps are created for specific purposes (e.g., finding locations, showing routes, representing places) • Recognize that communities and places can change over time and that people use information from different sources to learn about those changes DOK Level 1: Recall & Identify	

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Description:

Students recognize and name basic geography vocabulary and simple map features using familiar places such as their school and community.

Learning Target Examples:

- I can name map vocabulary like map, globe, landform, river, and lake.
- I can identify symbols on a simple map of my school or Hillside community.
- I can recognize directions using familiar places (school, home, playground).

Instructional Activities:

- Label a simple map of Hillside Public Schools or classroom layout
 - Picture sort: local examples (parks, streets in Hillside, homes)
 - “Find it on the map” using familiar places like Hillside Avenue or school building areas
 - Direction practice using classroom → hallway → cafeteria sequence
-

DOK Level 2: Skills & Concepts

Description:

Students use maps and geographic tools to describe and explain places in their school and Hillside community.

Learning Target Examples:

- I can describe places in Hillside using a simple map.
- I can explain what a map shows about my school or neighborhood.
- I can use a map key to find important places in my community.

Instructional Activities:

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- Create a simple map of Hillside school grounds (playground, cafeteria, office)
 - “My route to school” drawing activity (home → school in Hillside)
 - Map key matching with local landmarks (park, school, library)
 - Discuss: “What places in Hillside do we visit often?”
-

DOK Level 3: Strategic Thinking

Description:

Students compare and explain relationships between maps, places, and how people move within Hillside and nearby areas.

Learning Target Examples:

- I can compare different places in Hillside (school, park, neighborhood).
- I can explain how maps help people find places in my community.
- I can describe how people travel around Hillside using maps or directions.

Instructional Activities:

- Compare map of Hillside school vs. a nearby park or street map
 - “Map detective” task: find safest route from home to school in Hillside
 - Discuss: “Why would someone use a map in our town?”
 - Group activity: plan a trip to a local place (library, park, store)
-

DOK Level 4: Extended Thinking

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	Description: Students create and apply geographic understanding by designing maps and explaining how their community works spatially. Learning Target Examples: • I can create a map of a part of Hillside and explain it. • I can design a map showing important places in my community. • I can explain how people move around Hillside using my map. Instructional Activities: • Create a “My Hillside Community Map” with labels and symbols • Design a “dream improvement” map of the school or neighborhood • Gallery walk: students present maps of Hillside locations • Oral explanation: “How would someone get from school to a park or store?”
Stage 2 Evidence	
Evaluative Criteria	<u>Assessment Evidence</u>
	• Pre-assessments of students’ prior knowledge in the form of a survey, KWL chart, or writing prompt • Demonstrations/role-playing that verify the knowledge and skills learned • Anecdotal notes • Teacher observations • Journal entry • Class/group discussions • Student/group presentation and projects • Teacher and student created rubrics

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	● Savvas Learning Company: myWorld Interactive Social Studies (Grade 1) or similar curricular resource ● Build a test option included within each SAVVAS chapter-Build a Test or similar curricular resource
	Formative Assessment and other evidence: Peer Feedback Student Self Assessments Exit Tickets
Stage 3 Learning Plan	
Materials and Resources Instruction is guided by the New Jersey Student Learning Standards (NJSLS) for Social Studies. The district-approved resource, Savvas <i>MyWorld Social Studies and Savvas Realize (digital platform)</i>, are currently used as a primary instructional tool to support the delivery of these standards. Additional supplemental materials are used to enhance instruction and meet student learning needs. Scope and Sequence (Units 1-4) Savvas myWorld Interactive Curricular Resource: Chapter 2: Geography of the Community Chapter Opener: Geography of the Community Quest (PBL): Make a Tour Guide and Map Week 1 ● Chapter Opener: Geography of the Community ● Introduce Quest: Make a Tour Guide and Map ● Mandates: Diversity & Inclusion – celebrate diverse communities and landscapes; Amistad – African American communities across regions	

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Week 2

- Lesson 1: Our Community
- Mandates: Amistad – highlight African American neighborhoods and local leaders; Diversity & Inclusion – students compare their communities and traditions

Week 3

- Lesson 2: Finding Places
- Primary Sources: Artifact – An Envelope (addresses/locations)
- Mandates: Diversity & Inclusion – accessibility in navigation (e.g., braille, ramps, inclusive design); Amistad – historically significant African American locations

Week 4

- Lesson 3: Maps and Models
- Map and Graph Skills: Ask and Answer Questions
- Mandates: Amistad – mapping journeys of African American migration; Diversity & Inclusion – multiple perspectives of place and space

Week 5

- Lesson 4: Continents and Oceans

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- Mandates: Amistad – African diaspora across continents; Diversity & Inclusion – global cultures and inclusivity

Week 6

- Lesson 5: My State
- Literacy Skills: Summarize
- Mandates: Amistad – contributions of African Americans in New Jersey; Diversity & Inclusion – representation of all groups in state history

Week 7

- Readers (geography-themed texts)
- Mandates: Diversity & Inclusion – highlight stories of different cultural groups; Amistad – African American authors and perspectives

Week 8

- myWorld Activity Guide
- Apply Literacy Skills: Summarize community/geography activities
- Mandates: Laura Wooten (adapted) – civic responsibility in learning about one's state and community

Week 9

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- Chapter Closer: Geography of the Community
- Spanish Resources
- Quest Presentations: Tour Guides and Maps
- Mandates: Culmination – integrate all mandates (Amistad: African American communities, Diversity & Inclusion: multicultural representation, Holocaust Law: standing up against exclusion in communities, Laura Wooten: civic responsibility in knowing geography and community structure)

Supplemental Instructional Materials/Activities:

Books:

1. Geography

Maps and Globes by Jack Knowlton

Me on the Map by Joan Sweeney

One World, One Day by Barbara Kerley

Houses and Homes by Ann Morris

People Everywhere by Paul Humphrey

Life Around The World by Heather Adamson and Martha Rustad

National Geographic Little Kids First Big Book of the World by Elizabeth Carney

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2. Landforms and Bodies of Water

The Rocky Mountain by Ted Lewin

If You Lived Here: Houses of the World by Giles Laroche

The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry

Over in the Ocean: In a Coral Reef by Marianne Berkes

A Cool Drink of Water by Barbara Kerley

Activities and Resources:

1. Kid friendly activities about climate change:

<https://populationeducation.org/5-kid-friendly-ideas-for-teaching-climate-change-in-elementary-grades/>

2. Geography games: <https://world-geography-games.com/world.html>

3. Create a Simple Map of the Classroom or Home: Have students draw a simple map of their classroom or their home, including key landmarks like the door, window, or desk. They can use symbols to represent different areas.

4. Landform Sorting: Provide students with a variety of landform images and have them sort the pictures into categories or match them with definitions.

5. Build a Model of a Landform: Students can create a 3D model of different landforms using playdough or clay. They can build mountains, rivers, or valleys and label each landform.

6. Water Body Exploration: Have students create a collage or a simple map on blue construction paper, adding different types of bodies of water and labeling them.

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7. Map Treasure Hunt: Create a basic map of the classroom or playground with marked locations where treasures are hidden. Have students follow the map to find the treasures, learning to use symbols and directions in the process.

8. Local Community Map: Have students draw a map grid of their local community, including important landmarks and places they know. They can then share their maps with the class.

9. Geography Apps for Kids: Apps like “Stack the States” or “Geography Drive USA” provide engaging, age-appropriate games for learning about geography and map skills.

10. Videos and Online Resources: **Approved Supplemental Digital Resources:** > * [National Geographic Kids](#)

- [BrainPop Jr.](#)
- [Epic! Digital Library.](#)

11. Scholastic News (if applicable)

Suggested Holidays to Include:

- Earth Day
- Cinco de mayo
- Flag Day
- Arbor Day
- Memorial Day
- Juneteenth
- Eid al Adha

Meeting the Needs of Students Overview of Accommodations and Modifications

Students with Special Needs	<u>MLLs</u>	Students at Risk of School Failure	<u>Gifted and Talented Students</u>
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● IEP/504 for specificities such as the following: ○ Additional time ○ Review directions ○ Assist with organization ○ Preferential seating ○ Follow a routine ● District expectation is for ALL teachers planning instruction for students with IEPs to thoroughly read and implement modifications and accommodations accordingly and consult with a co-teacher.	● Support will be provided according to the recommendations outlined by WIDA ● Use Shelter Instruction Option Protocols (SIOP) ● Building Background Information through brainstorming, semantic webbing, use of visual aids, and other comprehension strategies. ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level. ● Develop content area vocabulary through the use of word walls and labeling classroom objects. ● Students encounter new academic vocabulary in English. ● Directions stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words	● Monitor student success on formative, summative, and other assessment points ● Strategies for Support ○ Parent meeting ○ Skills review ○ Differentiation ○ Assign Savvas Learning Company: myWorld Interactive Social Studies (Grade 1) lessons online for an at-home intervention. ○ Open-book assessments	● Use of Higher Level Questioning Techniques ● Varied Lexile levels of reading ● Increased production in writing assignments ● Student-directed learning/ independent studies ● Extension Activities ● Authentic listening and reading sources that provide data and support for speaking and writing prompts.
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	such as: circle, write, draw, cut, underline. ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction ● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication ● Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse.		
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