



Social Studies Curriculum

Grade 1

| Unit 1: Family Life at Home and School | |
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| Content Area: Social Studies | |
| Course & Grade Level: Social Studies Grade 1 | |
| Summary and Rationale | |
| <p>The focus in first grade is family: Family Life at Home and School, Family Life Across Time, and Family Life Around the World. This first unit begins with a study of their family. Students will learn the characteristics of families, how they balance wants and needs (e.g., food, clothing, shelter, love), and where they live. Through comparison, students discover different types of families and respect differences. Students will have opportunities to explore maps and globes. Children learn to work collaboratively in groups on conflict and compromise. Ultimately, students will come to understand that there are universal commonalities among families, as well as elements that make each family special.</p> | |
| Recommended Pacing | |
| 30 days | |
| State Standards | |
| <p>Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 6.1.4.C.2 | Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. |
| 6.1.4. D.13 | Describe how culture is expressed through and influenced by the behavior of people. |
| 6.1.4. D.15 | Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. |
| <p>Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> | |
| 6.3.4.D.1 | Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. |
| This unit of study addresses the NJ Amistad mandate. | |
| This unit of study addresses the NJ Holocaust and Genocide mandate. | |
| CCSS Reading Standards for Informational Text (Grade 1) | |
| RI.1.1 | Ask and answer questions about key details in a text. |
| RI.1.2 | Identify the main topic and retell key details of a text. |
| RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |

| CCSS Writing Standards (Grade 1) | |
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| WI.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CCSS Speaking & Listening Standards (Grade 1) | |
| SL.1.1 | Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.) |
| 21st Century Life and Career Standards | |
| CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP4 | Communicate clearly and effectively and with reason. |
| CRP7 | Employ valid and reliable research strategies. |
| CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| Educational Technology Standards | |
| 8.1 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| Interdisciplinary Standards | |
| Math Practice 1 | Make sense of problems and persevere in solving them. |
| Math Practice 2 | Reason abstractly and quantitatively. |
| 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. |

| Instructional Focus | |
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| Unit Enduring Understandings | |
| <ul style="list-style-type: none"> Families are alike and families are different. Families have basic needs: clothes, food, and shelter. Family members have roles, relationships, and responsibilities within their family, school, and community. Families share beliefs and values. Families in America celebrate our countries national holidays. Families live all over the world. | |
| Unit Essential Questions | |
| <ul style="list-style-type: none"> What is a family? How is my class like a family? How do families meet their wants and needs? What are the roles and responsibilities that families have? | |
| Objectives | |
| <p>Students will know:</p> <ul style="list-style-type: none"> Families/classes are alike and different. How a class is like a family. Families work and play together. Families/classes provide for wants and needs. Family members/classmates have roles and responsibilities. Families/classes cooperate to solve problems (conflict resolution). Families/classes live in specific places that can be located on a map or globe. Families make choices about meeting their needs and wants. Something is gained; something is given up. <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe your family by drawing a picture and then telling a classmate about them. Compare/contrast how families/classes are alike and different: Size, members, culture (food, religion, language, traditions) Explain how family traditions may reflect more than one culture. Share what families do together: live together, work together, celebrate together, meet wants and needs, and love each other. Compare how a class is like a family: Rules, safety, working together, responsibilities, and sense of belonging. Describe ways families consume goods and services. Explain that a family makes choices about a need (ex: groceries) based on cost, values, availability, and personal taste. Describe the roles and responsibilities of family members and classmates (taking care of self, respect for others, following rules, getting along with others). Follow agreed-upon rules for discussion. Identify some reasons for rules in family and school (order, predictability, safety). Resolve problems through conflict resolution. Write or verbalize their home address. Identify the key, symbols, legend, and compass rose on a map. Give and follow directions on a map using cardinal directions and directional words (right/left, prepositions). Engage in discussion about text and visuals to identify the main idea and key details to study family life. | |

- Use photos to describe how different families live.
- Describe how different people live using a graphic organizer (T-chart, table, Venn diagram, web)

Evidence of Learning

- Students will draw a picture of their family and use details to tell a peer about their family.
- Teachers will conduct classroom observations of students and assess students on following agreed upon rules and strategies for productive discussions.
- Students will use a graphic organizer to describe how different people live.

Resources

Core Resource: Social Studies Alive! My School and Family (Grade 1)

Suggested Resources:

<https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/>

Families Are Different by Nina Pelligrini

Me and My Family Tree by Joan Sweeney

Families by Ann Morris

Do We Need It? Or Do I Want It? by Jennifer S. Larson

What Do We Buy? A Look at Goods and Services by Robin Nelson

The Money Tree by Sarah Stewart

A Chair for My Mother by Vera B. Williams

Alexander, Who Used to Be Rich Last Sunday by Judith Viorst

The Recess Queen by Alexis O'Neill

Bootsie Barker Bites by Barbara Bottner

Enemy Pie by Derek Munson and Tara Calahan King

The Terrible Thing That Happened at Our House by Marge Blaine and John C. Wallner Let's

Be Enemies by Janice May Udry

Piggybook by Anthony Browne

| Unit 2: Family Life Across Time | |
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| Content Area: Social Studies | |
| Course & Grade Level: Social Studies Grade 1 | |
| Summary and Rationale | |
| <p>The focus in first grade is family: Family Life at Home and School, Family Life Across Time, and Family Life Around the World. The second unit includes comparing and contrasting families long ago. It also focuses on changes in family life over time due to technology and passage of time. Important holidays and traditions are examined through this lens. Ultimately, students will come to understand that there are universal commonalities among families across time.</p> | |
| Recommended Pacing | |
| 30 days | |
| State Standards | |
| <p>Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 6.1.4.D.12 | Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. |
| 6.1.4. D.13 | Describe how culture is expressed through and influenced by the behavior of people. |
| 6.1.4. D.18 | Explain how an individual's beliefs, values, and traditions may reflect more than one culture. |
| This unit of study addresses the NJ Amistad mandate. | |
| CCSS Reading Standards for Informational Text (Grade 1) | |
| RI.1.1 | Ask and answer questions about key details in a text. |
| RI.1.2 | Identify the main topic and retell key details of a text. |
| RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| CCSS Writing Standards (Grade 1) | |
| WI.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CCSS Speaking & Listening Standards (Grade 1) | |

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| SL.1.1 | Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.) |
| 21st Century Life and Career Standards | |
| CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP4 | Communicate clearly and effectively and with reason. |
| CRP7 | Employ valid and reliable research strategies. |
| CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| Educational Technology Standards | |
| 8.1 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| Interdisciplinary Standards | |
| Math Practice 1 | Make sense of problems and persevere in solving them. |
| Math Practice 2 | Reason abstractly and quantitatively. |
| 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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| Instructional Focus |
| Unit Enduring Understandings |

- Families are alike and families are different from families long ago.
- Basic family needs remain constant across time and place.
- Famous historical figures from long ago made contributions to our family life today.
- Technology and transportation have changed the way families live, work, and play.
- Traditions and celebrations began in families long ago.
- Events happen in order over time.

Unit Essential Questions

- How has family life changed over time?
- How can we use historical figures to understand family life across time?
- How do changes in technology affect the way people live?

Objectives

Students will know:

- Families are the same as/different from families in the past.
- Some family roles have changed.
- We learn about how families lived long ago by reading stories about historical fiction and biographies of famous people.
- Families share stories about their past.
- Technology allows families to meet needs and wants in different ways over time: traditions and celebrations have an historical basis.
- Timelines show the sequence of events occurring in the past or in the present.
- Changes in technology, food, clothing, shelter, transportation, and communication affect the way families live.

Students will be able to:

- Compare/contrast their family to a family long ago (family life, roles, responsibilities, wants).
- Use vocabulary that reflects family members back to grandparents.
- Identify immediate family members and extended family (grandparents, cousins, aunts, uncles).
- Share a family story.
- Show information/events from their lives or from history in a chronological order (timeline).
- Describe how life was different before modern technology.
- Participate in discussions using historical fiction and biographies as informational sources for family life in the past.
- Make connections and comparisons to ideas in text through oral and/or written responses.
- Culture is carried through families over time.
- Identify and explain the origins and importance of family traditions and holiday observances.
- Explain how a family marks celebrations using traditions and customs from the past.
- Engage in discussion about text and visuals to identify the main idea and key details to study family life.
- Use photos to describe how different families live.

Evidence of Learning

- Students will use a graphic organizer to describe how life was different before modern technology.
- Timeline: Students will create a timeline that depicts important events in their lives. They may also create a timeline about an important event in history.
- Photo Analysis: Students will use photographs to describe how different families lived. This will focus on comparing the past and present.

Resources

Core Resource: Social Studies Alive! My School and Family (Grade 1) Suggested

Resources:

<https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/>

Young George Washington: America's First President by Janet Woods

Young Abraham Lincoln: Log Cabin President by Janet Woods

Young Christopher Columbus: Discoverer of New Worlds by Eric Carpenter

The Ox-Cart Man by Donald Hall and Barbara Cooney

The House on Maple Street by Bonnie Pryor

The Little House by Virginia Lee Burton

When I Was Young in the Mountains by Cynthia Rylant

A Little House Birthday by Laura Ingalls Wilder

| Unit 3: Family Life Around the World | |
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| Content Area: Social Studies | |
| Course & Grade Level: Social Studies Grade 1 | |
| Summary and Rationale | |
| <p>The focus in first grade is family: Family Life at Home and School, Family Life Across Time, and Family Life Around the World. This last unit focuses on family life around the world. It begins with a study of geography (maps, globes, physical features) and moves to how family life is affected by where we live. In today's world, when families move, they bring their culture with them. Through comparison, students discover different types of families and respect those differences. Students will have opportunities to locate families from text and examine their lives. Ultimately, students will come to understand that there are universal commonalities among families, as well as elements that make each family special.</p> | |
| Recommended Pacing | |
| 30 days | |
| State Standards | |
| <p>Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 6.1.4.B.4 | Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. |
| 6.1.4. D.13 | Describe how culture is expressed through and influenced by the behavior of people. |
| 6.1.4. D.18 | Explain how an individual's beliefs, values, and traditions may reflect more than one culture. |
| 6.1.4. D.20 | Describe why it is important to understand the perspectives of other cultures in an interconnected world. |
| CCSS Reading Standards for Informational Text (Grade 1) | |
| RI.1.1 | Ask and answer questions about key details in a text. |
| RI.1.2 | Identify the main topic and retell key details of a text. |
| RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| CCSS Writing Standards (Grade 1) | |
| WI.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CCSS Speaking & Listening Standards (Grade 1) | |

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| SL.1.1 | Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.) |
| 21st Century Life and Career Standards | |
| CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP4 | Communicate clearly and effectively and with reason. |
| CRP7 | Employ valid and reliable research strategies. |
| CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| Educational Technology Standards | |
| 8.1 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| Interdisciplinary Standards | |
| Math Practice 1 | Make sense of problems and persevere in solving them. |
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| 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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| Instructional Focus |
| Unit Enduring Understandings |

- Families live all over the world.
- Families choose where to live in the world.
- The way families live depends on where they live.
- Many cultures have made contributions to our lives today.
- We respect different cultures by learning about them and understanding their perspective.
- We use maps and globes to identify continental land masses and water.

Unit Essential Questions

- How does geography and location affect family life?
- How does environment (climate, natural resources, weather) affect family life?
- How are families that live far away the same/different from families that live here?
- How do we use maps and globes to locate the continents where families live?

Objectives

Students will know:

- We use maps and globes to identify continental land masses and water.
- The world has many geographic features such as oceans, rivers, mountains, deserts, seashore, woodlands, and plains.
- Climate and physical features affect where people live.
- Families' needs vary depending on their geographic location and climate.
- Natural resources provide materials for families' homes, food, and shelter.
- Culture and customs are affected by where you live (food, clothing, language, shelter).
- Exploring other cultures and customs can help build an appreciation and respect for others.
- Families make decisions to move for different reasons (ex: when a family size grows or decreases, when job opportunities become available, to seek out higher education, proximity to other family members).
- Our country is made up of families from many cultures.
- Families participate in different activities for work and recreation depending on their geographic location and climate.

Students will be able to:

- Use a map or globe to identify location (continents, oceans, equator, North/South Poles, cardinal directions).
- Explain how maps and globes can be used to locate the continents where families live.
- Explain how climate and physical features of an area determine the types of homes that people live in, clothing they wear, and food that they eat.
- Use questions to find out information (ex: interview family members, questionnaire)
- How families celebrate holidays, how families live in other places (especially other countries).
- Engage in discussions about how families around the world celebrate holidays/traditions (ex: New Year, birthdays, losing a tooth, naming a new baby)
- Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- Engage in discussion about text and visuals to identify the main idea and key details to study family life.
- Use photos to describe how different families live.
- Describe how different people live using a graphic organizer (T-chart, table, Venn diagram, web)

Evidence of Learning

Suggested Assessments:

- Engage in discussion about text and visuals to identify the main idea and key details to study family life around the world.

- Photo Analysis: Students will use photographs to describe how different families live around the world.

Resources

Core Text:

Suggested Resources:

<https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/>

Houses and Homes by Ann Morris Bread

Bread Bread by Ann Morris

Me on a Map by Joan Sweeney and Annette Cable

Homes in Many Cultures by Heather Adamson

Follow That Map! A First Book of Mapping Skills by Scot Richie

The Day of Ahmed's Secret by Florence Parry Heide and Judith Heide Gilliland Sitti's

Secret by Naomi Shihab Nye