

READINGTON PUBLIC SCHOOL DISTRICT

First Grade Social Studies

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I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey, and eventually, to an understanding of American traditions, democratic values, and our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM IN FIRST GRADE

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. First grade students will build on the knowledge from kindergarten learning of home and family and the basic understandings of good citizenship and American holidays and symbols.

In first grade, students will learn about the rights that responsible Americans enjoy. Students will also gain knowledge of schools, communities, and transportation, now and long ago. The different traditions and customs of Americans will also be explored as students compare people with different backgrounds. They will review the difference between needs and wants, and how their needs are met. First grade students focus on learning school rules for personal safety and the safety of others, as well as elements of good citizenship through examples in history and literature that highlight honesty, kindness, and responsibility (e.g., George Washington, Martin Luther King, Jr., etc.). State and national symbols as signs of citizen unity are also addressed.

III. GOALS

Linked to the 2014 New Jersey Core Curriculum Content Standards for Social Studies. The standards in bold are those that are the focus of first grade, and students should be secure in their knowledge of them before the end of the school year. Those standards not in bold should be introduced, but do not need to be taught to the level of mastery, as they will be addressed again in other grade levels.

There are a variety of standards for social studies curriculum. This document compiles and harmonizes the New Jersey Student Learning Standards and the 21st Century Skills Curriculum Standards. The standards have been organized by themes of social studies: social studies skills, history, civics, geography, and economics.

Social Studies Skills

- o Place key historical events and people in historical eras using timelines (Chronological Thinking)
- o Explain how the present is connected to the past (Chronological Thinking)
- o Determine locations of places and interpret information available on maps and globes (Spatial Thinking)
- o Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. (Spatial Thinking)
- o Distinguish fact from fiction. (Critical Thinking)
- o Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., letters, documents, diaries, maps, photos, etc.) (Critical Thinking)
- o Use evidence to support an idea in a digital, oral, and/written format. (Presentational Skills)
- o Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace. (Presentational Skills)

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, and analysis of primary sources, charts, and diagrams. The [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

First Grade:

Units of Study	First Grade
Unit 1 September/October 7 weeks	Rules and Laws <ul style="list-style-type: none">• Laws allow people in our community to be treated fairly and stay safe.• Treat others how you would like to be treated.
Unit 2 November/December 7 weeks	Where People Live <ul style="list-style-type: none">• People use natural resources every day• Identify landforms, climate and weather, and resources that affect where people live and work• Identify natural resources
Unit 3 January/February 7 weeks	We Love Our Country & The People in Our Country <ul style="list-style-type: none">• Symbols, heroes, and holidays tell us about the history of our country• Beliefs, values, and traditions reflect our culture
Unit 4 March/April 7 weeks	Our Changing World and the People In It <ul style="list-style-type: none">• People today are the same as people who lived long ago, but the way people live has changed over time• Although Americans may come from different backgrounds, they share some beliefs
Unit 5 May/June 7 weeks	The Marketplace <ul style="list-style-type: none">• Communities, people, technology, and transportation have changed over time

	<ul style="list-style-type: none"> We use the terms past, present, and future to describe time
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VI. UNITS OF STUDY

First Grade Unit 1 Rules and Laws	
Desired Results	
<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p> <p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p> <p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>	
Understandings: <ul style="list-style-type: none"> Rules protect our rights and keep us safe. Laws allow people in our community to be treated fairly and stay safe. 	Essential Questions: <ul style="list-style-type: none"> Why should we follow rules? How do laws help communities?

<ul style="list-style-type: none"> • Treat others how you would like to be treated. 	<ul style="list-style-type: none"> • How can you show respect for the rights of others?
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> • That rules and laws are necessary in homes, schools, and communities • That rules and laws protect our rights and keep us safe • That laws in our community allow people to be treated fairly • To show respect at home, in school, and in the community • The rights guaranteed by the United States Constitution and the Bill of Rights • Fairness, equality, social change, Dr. Martin Luther King, Jr. (Contributions of African-American Lesson) • Identify local issues in our community <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • To recognize the need for rules and laws in home, school, and community • Identify the characteristics of a good law and describe a law in our community that has these characteristics • To identify roles and responsibilities of leaders at home, school, and community • To identify and use behaviors that show respect for ourselves and others • To provide examples of how rules and laws protect our rights and resolve conflicts • To provide examples of how our founding documents contribute to our democracy • To provide examples of how our government's attempts to ensure fairness and equality for our citizens has affected our laws and policies • Compare and contrast the responses of various groups to the violation of their rights • Describe how civil rights leaders created social change (Contributions of African-Americans Lesson) • Compare and contrast the governments, languages, customs, and laws of various nations • Create an action plan to inform community members about this issue 	
Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will partake in big book unit read alouds, and partner reading with accompanying small book selections. • Students will participate in Harcourt Technology Lessons that accompany each unit. • Students will create charts that establish what a rule is, and what a law is, and how those rules and laws apply to a school environment. 	
Interdisciplinary Connections	
<p>Technology: 8.1.2.A.2 Create a document using a word processing application. Activity: Students will watch a Brainpopjr about rules. Students will take notes using Google Docs. After the video, students will complete a quiz in their journal.</p> <p>ELA: SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. Activity: Students will be given a homework assignment to write and draw their rules at home. The students will then present to their peers what they do at home.</p> <p>Visual and Performing Arts: 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods Activity: Students will be given the assignment to draw a picture of themselves following a school</p>	

rule and explaining why that one is important. The students will then have a museum walk to see each other's work.	
21st Century Skills	
<p>Career Ready Practice: CRP5. Consider the environmental, social and economic impacts of decisions. Activity: Students will be given a writing assignment describing what would happen if there were no classroom rules. What impact would it have?</p> <p>9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. Activity: Students will be given a homework assignment to pick a place in the community. They will work with their parents to write and/or draw the rules that should be adhered to while there. What do the workers do to help people keep safe?</p>	
Assessment Evidence	
<p>Formative:</p> <ul style="list-style-type: none"> • Thumbs up Thumbs Down • Tally • Teacher observation • Homework and Practice pages throughout the unit • Discussion and Teacher Observation • Unit 1 Pretest on Teacher Manual • Students will be able to explain rules and their purposes. • Students will be able to explain the fair and unfair. <p>Summative:</p> <ul style="list-style-type: none"> • Harcourt Social Studies Unit 1 Assessment • Unit 1 Writing Activity: Write a List of School Rules on Teacher Manual page 10 • Unit 1 Project: Campaign Rally -Teacher Manual page 10 for project guidelines 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Nonfiction writing: Rules <ul style="list-style-type: none"> ◦ Students will write about why laws are important. They will explain how different the world would be without them. <p>Alternative:</p> <ul style="list-style-type: none"> • Create a poster of rules for different scenarios (gym, recess, lunch room) • Interview staff members about rules in school • Role-play different school scenarios about students breaking rules and choosing appropriate consequences for the behaviors.
Resources	
<p>Core Materials:</p> <ul style="list-style-type: none"> • Harcourt Social Studies Grade 1 <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Harcourt Social Studies- A Child's View Unit 1 • Mentor Texts: <ul style="list-style-type: none"> ◦ <i>I am a Good Citizen</i> by Mary Salzman ◦ <i>School Rules</i> by Larry Brimner ◦ <i>People Who Help Us</i> by Rebecca Rissman ◦ <i>No, David!</i> by David Shannon • Civics and Government Text Set from American Reading Company 	

- Technology:
 - [Brain Pop Jr. website](#)
 - Subject-specific leveled texts are available in school bookrooms and classroom libraries

First Grade Unit 2 Where People Live

Desired Results

6.1.4.B.1

Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

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.B.5

Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.8

Compare ways people choose to use and distribute natural resources.

6.1.4.B.9

Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Understandings:

- People use natural resources every day.
- Identify landforms, climate and weather, and resources that affect where people live and work.

Essential Questions:

- What are natural resources?
- How do we use natural resources?
- How does the land around us impact where people live?

Students will know/learn:

- That different types of maps tell us different information.
- There are many different types of landforms in the world as well as in New Jersey.
- That humans have a large impact on the environment.
- Science and technology play a role in the environment.
- That people use natural resources every day.
- Identify landforms, climate and weather, and resources that affect where people live and work
- Identify natural resources

Students will be able to:

- Determine locations of places and interpret information available on maps and globes.
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Use evidence to support an idea in digital, oral, and written format.
- Share information about a topic in an organized manner (e.g. provide a coherent line of reasoning with support/relevant details) speaking clearly at an appropriate pace.

<ul style="list-style-type: none"> Describe the specific landforms, climate and weather, and availability of resources in New Jersey that have helped to determine where people live and work. Compare ways people choose to use and distribute natural resources. Explain actions taken to address environmental concerns caused by people and technology 	
Learning Activities: <ul style="list-style-type: none"> Students will partake in big book read alouds, and partner reading with accompanying small book selections. Students will participate in Harcourt Technology Lessons that accompany each unit. Students will create maps of the school, labeling classrooms with cardinal directions. Students will use journals to create ideas for recycling, and thoughts on how to limit the amount of natural resources utilized by our society. 	
Interdisciplinary Connections	
<p>Technology: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). Activity: Students will be given a certain area of the world. They will search the landforms, climate, homes and weather of that area. Then they will compare it to where they live and note the similarities and differences.</p> <p>ELA: RI.1.2. Identify the main topic and retell key details of a text. Activity: Students will read books related to landforms, climate and weather, and resources that affect where people live and work. The students will share main idea and key details.</p> <p>Science: 1-ESS1-2.Make observations at different times of year to relate the amount of daylight to the time of year. Activity: Students will be given an assignment to brainstorm how the seasons and daylight impact jobs and daily living. What are the positives and negatives living in places where there is more light than dark or vice versa.</p>	
21st Century Skills	
<p>Career Ready Practice: CRP12. Work productively in teams while using cultural global competence. Activity: Students will work in groups, creating their own community. They will share with the class the land, homes, and norms for their community.</p> <p>9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. Activity: Students will discuss how some jobs can only be completed in certain areas. What jobs need warm weather or cold weather? How does that impact their homes?</p>	
Assessment Evidence	
Formative: <ul style="list-style-type: none"> Discussion and Teacher Observation Homework and practice pages throughout the Unit Think Pair Share Class Poll on the benefits of rules in the community 	Alternate: <ul style="list-style-type: none"> Create a poster of a map of Readington Township

<ul style="list-style-type: none"> • Exit card • Students will be able explain human impact on the environment <p>Summative:</p> <ul style="list-style-type: none"> • Unit 2 Test • Students will create a map of the school • They will be able to describe where different classrooms are using the cardinal directions • Students will write about ways they can help the environment and things that people can do to limit the amount of natural resources they use • Students will identify different landforms • Students will identify natural resources 	
Resources	
<p>Core Materials:</p> <ul style="list-style-type: none"> • Harcourt Social Studies Grade 1 -A Child's View Unit 2 <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Children's Literature <ul style="list-style-type: none"> ○ <i>Where is My Town?</i> by Robin Nelson ○ <i>Where is My Home?</i> by Robin Nelson ○ <i>Mapping the World</i> by Marta Block ○ <i>Mapping Your Community</i> by Marta Block ○ <i>Looking at Maps and Globes</i> by Carmen Bredson ○ <i>Houses and Homes (Around the World)</i> by Ann Morris ○ <i>Me on the Map</i> by Joan Swinney ○ <i>At Home Around the World</i> by Lucy Floyd ○ <i>This Is My Town</i> by Mercer Mayer ○ <i>Hottest Coldest Highest Deepest</i> by Steve Jenkins ○ <i>America The Beautiful</i> by Scholastic, Inc ○ <i>The Pledge of Allegiance</i> by Scholastic, Inc. ○ <i>My Country 'Tis of Thee</i> by Scholastic, Inc. ○ <i>This is the Way We Go To School</i> by Edith Baer ○ <i>The Big Red Sign</i> by Scholastic, Inc. ○ Subject specific leveled texts are available in school bookrooms and classroom libraries • Technology: <ul style="list-style-type: none"> ○ www.brainpopjr.com ○ eHarcourtSchool 	

<p>First Grade Unit 3 We Love Our Country January</p>
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3 Weeks	
Desired Results	
<p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict using examples from the past and the present.</p> <p>6.1.4.D.17 Explain Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	
<p>Understandings:</p> <ul style="list-style-type: none"> • Symbols, heroes, and holidays tell us about the history of our country. • Beliefs, values, and traditions reflect our culture. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What do our country's symbols, heroes, and holidays tell us about our country? • Why do we have national holidays? • What are the Declaration of Independence and United States Constitution? • Who was George Washington? • Why do immigrants come to the United States? • Describe how the Native Americans helped the settlers from England adjust to life in America.
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> • That symbols, heroes, and holidays tell about the history of our country • That national holidays are celebrated in the United States • That the Declaration of Independence and the United States Constitution are historical documents • That George Washington was an important historical leader • The Native Americans helped the English settlers adjust to life in America • The meaning of perspective <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify United States symbols, heroes, contributions of African-Americans, and holidays <ul style="list-style-type: none"> ◦ Possible heroes <ul style="list-style-type: none"> ■ George Washington ■ Abraham Lincoln ■ Martin Luther King, Jr. ■ Benjamin Franklin ■ Richard Allen 	

- Ella Baker
- Frederick Douglass
- Katherine Johnson
- Thurgood Marshall
- Henry Ford
- Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., letters, documents, diaries, maps, photos, etc.)
- Explain the meaning of Independence Day
- Describe the importance of the Declaration of Independence and United States Constitution
- Describe George Washington's role in American history
- Describe the role of the Native Americans
- Place key historical events and people in historical eras using timelines
- Explain how the present is connected to the past
- Distinguish fact from fiction
- Holocaust Education:
 - Identify actions that are unfair and propose solutions
 - Identify events in the past and present that have caused conflict due to prejudice and/or stereotyping
 - Provide examples of how beliefs, values, and traditions reflect more than one culture
 - Describe how cultures can be interconnected

Learning Plan

Learning Activities:

- Students will partake in big book unit read alouds, and partner reading with accompanying small book selections.
- Students will participate in Harcourt Technology Lessons that accompany each unit.
- Students will create timelines that place key historical events and people in historic eras.
- Students will create posters that link important national symbols and monuments to historical figures and present these findings to the class.
- Students will work in groups to write about the importance of Native Americans in the development of our country. Groups will present their findings using the Smartboard or document camera as a whole class activity.

Interdisciplinary Connections

Technology: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). Activity: Students will participate in virtual museum learning about national monuments and parks.

ELA: SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Activity: Students will write three sentences describing a monument they have seen or a monument they would like to see.

Visual and Performing Arts: 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. Activity: Have students use modeling clay and other art media to create a monument that honors something they have done for their community.

21st Century Skills	
<p>Career Ready Practice: CRP5. Consider the environmental, social and economic impacts of decisions. Activity: Students will expand their knowledge of how American symbols and patriotic activities reflect the shared values, principles and beliefs of Americans. They will also discuss how diversity and respect for others help make America a great place to live. Students will listen and respond to read aloud texts.</p> <p>9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. <i>African-American Contributions</i> Activity: Students will be assigned to respond to text about quality and fairness. Then they will discuss Martin Luther King’s impact on society and all his accomplishments.</p>	
Assessment Evidence	
<p>Formative:</p> <ul style="list-style-type: none"> • Differentiated Interactive Notebook Entries • Student Role Playing Activities • Teacher Observations • Classroom Discussions • Student Participation • Think-Pair-Share • Exit Slips and 3-2-1 Reflections • Homework and Practice pages throughout the unit • Discussion and Teacher Observation <p>Summative:</p> <ul style="list-style-type: none"> • Consult culminating activities in Studies Weekly • Use open ended responses where applicable • BrainPOP Jr. hard quiz • Unit 3 Test • Students will write about an important symbol/hero and how they have impacted the United States • Write about why we celebrate national holidays and why everyone celebrates them 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Nonfiction writing: Symbol assessment <p>Alternative:</p> <ul style="list-style-type: none"> • Choose symbols and do a “Write Around” about the American Flag or landmarks such as Mount Rushmore. Describe how they connect to history. • List the responsibilities of our country’s leaders (President, Congress, and the Supreme Court) • List the qualities that make a good leader
Resources	
<p>Core Materials:</p> <ul style="list-style-type: none"> • Harcourt Social Studies Grade 1 <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • NJ Holocaust Education Curriculum K-5 • Subject-specific leveled texts are available in school book rooms and classroom libraries • Technology: 	

- Document camera
- Kids.gov
- Interactive whiteboard

**First Grade
Unit 4
Our Changing World**

Desired Results

6.1.4.C.1

Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made to their communities.

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.C.6

Describe the role and relationship among households, businesses, and governments within the economic system.

6.1.4.C.7

Explain how the **availability of private and public goods and services** is influenced by the global market and government.

6.1.4.C.8

Illustrate how **production, distribution, and consumption of goods and services** are interrelated and are affected by the global market and events in the world community.

6.1.4.C.9

Compare and contrast how the availability of resources affects people across the world differently.

6.1.4.C.10

Explain the role of **money, savings, debt,** and investment in individuals' lives.

6.1.4.C.18

Explain how **the development of communications systems** has led to increased collaboration and the spread of ideas throughout the United States and the world.

Understandings:

- People today are the same as people who lived long ago, but the way people live has changed over time.
- Although Americans may come from different backgrounds, they share some beliefs.

Essential Questions:

- How has the way people lived in the past changed over time?
- What changes can take place in a community over time?
- How can we describe time?

	<ul style="list-style-type: none"> How have the changes in technology and transportation improved life in the present?
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> Communities, people, technology, and transportation have changed over time We use the terms past, present, and future to describe time The meaning of needs, wants, scarcity, private goods, private services, production, distribution, consumption of goods and services, resources, money, savings, and debt How households and businesses are economically connected <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Compare and contrast everyday life in different times and places Explain how some things change while some things stay the same Identify the choices and tradeoffs made when new innovations are adopted Recognize how and why tools from the past were improved or replaced by changes in technology in the present Use evidence to support an idea in a digital, oral, and written format Analyze artifacts, including household tools of the past Recognize changes in daily life brought by innovations, inventions, and new technologies Distinguish fact from fiction Explain how the present is connected to the past Identify and interpret a variety of primary and secondary sources for reconstructing the past (ie., documents, letters, diaries, maps, photos, etc.) Identify a choice made by an individual or community that was influenced by needs, wants, and scarcity Identify the private goods and services available to us Identify available resources Compare and contrast how the availability of resources affects people across the world differently Provide examples of how our communication systems have developed 	
Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> Students will partake in big book unit read alouds and partner reading with accompanying small book selections. Students will participate in Harcourt Technology Lessons that accompany each unit. Students will create stories on the computer describing the life of an American Settler and how that life compares to our life in America today. Students will discover the difference between fact and fiction through the use of a variety of read aloud selections that accompany this unit. 	
Interdisciplinary Connections	
<p>Technology: 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information. Activity: Students will survey classmates asking if they would prefer to live in the past or present. Students will then input their information and create a bar graph.</p> <p>ELA: W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Activity: Students will write about a job from the past and why it was important.</p>	

<p>Math: K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Activity: Students will have a number parade. Students draw a number flash card or assign them numbers. Encourage the students to get into the correct order without talking. (They can only show each other their numbers.) Once students have put themselves in correct order, allow them to walk in a parade around the classroom.</p>	
<p align="center">21st Century Skills</p>	
<p>Career Ready Practice: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Activity: Students will be given homework to explain why it is important for life to evolve.</p> <p>9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. Activity: Students will work in small groups. They will be given a job (career). They will make a poster to show the differences of the past vs. the present in that field.</p>	
<p align="center">Assessment Evidence</p>	
<p>Formative:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Student Role-Playing Activities • Quizzes • Homework and Practice pages throughout the Unit • Discussion and Teacher Observation <p>Summative:</p> <ul style="list-style-type: none"> • Students will distinguish fact from fiction. • Students will identify past from present. • Students will learn to order events sequentially and use vocabulary that indicates sequence. They will also learn the meaning of past, present and future. They will also discuss family traditions and expand their knowledge of Columbus Day. • Unit 4 Test • Students will write a story about life in America when the settlers came. They will compare it to life today. They will also have a discussion with their classmates about why people wanted to come to America. 	<p>Alternative:</p> <ul style="list-style-type: none"> • Make pamphlet of past and present life • Make a timeline

Resources
<p>Core Materials:</p> <ul style="list-style-type: none"> Harcourt Social Studies- A Child's View Unit 4 <p>Supplemental Materials:</p> <ul style="list-style-type: none"> Children's Literature <ul style="list-style-type: none"> <i>Aunt Flossie's Hats (and Crab Cakes Later)</i> by Elizabeth Fitzgerald Howard <i>If You Lived 100 Years Ago</i> by Ann McGovern <i>When Everybody Wore a Hat</i> by William Steig <i>My Friend Grandpa</i> by Harriet Ziefert <i>Grandfather Counts</i> by Andrea Cheng <i>Children Just Like Me: Celebrations!</i> by Anabel and Barnabas Kindersley <i>How My Family Lives in America</i> by Susan Kuklin <i>Children Around the World</i> by Donata Montanari <i>Homes Around the World: Upper Emergent (Nonfiction Reader)</i> by Dona Herweck Rice Harcourt Lesson 3 and 4 in Unit 5 Subject-specific leveled texts are available in school bookrooms and classroom libraries Technology: <ul style="list-style-type: none"> National Atlas website offers interactive, customizable maps of different areas in the United States. United States Census Bureau web page to locate census information and facts about local communities. The National Park Service offers a comprehensive site with a search engine that cross-references our country's National Historic Landmarks by name, city, and state. The Library of Congress site features numerous collections of primary sources, biographies, recordings, and photographs. The topic Cities and Towns contains photographic records of communities throughout the history of the United States.

First Grade Unit 5 The Marketplace
Desired Results
<p>6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p>

6.1.4.C.6

Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

Understandings:

- People work in different kinds of jobs to provide goods and services to others and to earn money for their own needs and wants.
- There are different kinds of markets that students experience in their everyday lives.

Essential Questions:

- Why are goods and services important?
- Why do people buy and sell?
- What kinds of work do people do in a community to earn money for individual needs and wants?
- What markets or stores do you visit with your family?
- How are some markets different than others?
- How are goods made in factories?
- How is a factory different from a market?

Students will know/learn...

- People in a community depend on one another for goods and services
- People exchange and use money to purchase goods and services
- People work to earn money
- People trade money with sellers to get goods and services
- People save money to use later
- People in a factory have different jobs, but they work together to make different kinds of goods
- The meaning of take-home pay, budget
- Common household expenses
- Different types of work and reasons why people work
- Identify skills learned in schools that would be needed in the workplace

Students will be able to...

- Discuss how people in a community exchange and use money to purchase goods and services
- Distinguish between goods and services
- Distinguish between wants and needs
- Discuss the purpose of saving and ways to save money
- Use evidence to support an idea in a digital, oral and written format
- Identify and describe different community jobs
- Share information about a topic in an organized manner(e.g. provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace
- Compare and contrast how the availability of resources affects people across the world differently
- Explain how production, distribution, and consumption of goods and services are interrelated and are affected by events in the world community
- Identify potential sources of income
- Explain the need for a budget
- Identify various life roles and civic and work-related activities
- Investigate both traditional and nontraditional careers
- Investigate a career that interests you based on your current likes and dislikes.

Learning Plan**Learning Activities:**

- Students will partake in big book unit read alouds and partner reading with accompanying small book selections.

- Students will participate in Harcourt Technology Lessons that accompany each unit.
- Students will create computer documents that reflect ideas on how their lives would be different without the use of technology. These findings will be presented in class orally.
- Students will create charts in groups that describe goods vs. services, and wants vs. needs.

Interdisciplinary Connections

Technology: 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information. Activity: Students will sort objects based on a need vs. a want. They will print their information and share with their peers.

ELA: SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Activity: Students will discuss the difference of needs and wants. They will share what is a need for them and a want.

Math: K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Activity: Ask students to write a math story problem to share with a classmate. Have students answer the following questions: What would you like to buy? How much does it cost? How much do you already have? End the story problem with a question.

21st Century Skills

Career Ready Practice: CRP5. Consider the environmental, social and economic impacts of decisions. Activity: Students will role-play saving money and making purchases. They will also role-play when they have to make a decision between two needs. How do you decide?

9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Activity: Investigate the type of job students might like and discuss the academic skills needed to be successful.

Assessment Evidence

Formative:

- Homework and Practice pages throughout the unit
- Discussion and Teacher Observation
- KWLA Chart: Know, Want to Know, Learn, Analyze
- Unit 6 Pretest on Teacher Manual page 249N

Summative:

- Draw and label US Currency
- Draw and label places to buy goods
- Unit 6 Assessment on Teacher Manual Page 249N

Benchmark:

- Nonfiction writing: US Currency

Alternative:

- Virtual shopping trip- deciphering between need and want
- Match goods with stores that sell them

<ul style="list-style-type: none"> • Unit 6 Project: Classroom Market on Teacher Manual page 249O • Students will choose one type of technology that is important to them. They will write about how life would be different if that technology did not exist. 	
Resources	
<p>Core Materials:</p> <ul style="list-style-type: none"> • Harcourt Social Studies Grade 1: A Child's View Unit 6 on pages 249B-304 <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Children's Literature <ul style="list-style-type: none"> ◦ <i>Going Shopping</i> by Harcourt ◦ <i>All Kinds of Markets</i> by Ann Rossi ◦ <i>All Twisted Up: Making Pretzels</i> by Judy Mayer ◦ <i>Delivery</i> by Anastasia Suen ◦ <i>The Night Worker</i> by Kate Banks ◦ <i>The Go Around Dollar</i> by Barbara Adams ◦ <i>Jobs People Do</i> by Barbara Adams ◦ Subject-specific leveled texts are available in school bookrooms and classroom libraries • Technology: <ul style="list-style-type: none"> ◦ National Atlas website offers interactive, customizable maps of different areas in the United States. ◦ United States Census Bureau web page to locate census information and facts about local communities. ◦ The Library of Congress site features numerous collections of primary sources, biographies, recordings, and photographs. The topic Cities and Towns contains photographic records of communities throughout the history of the United States. 	