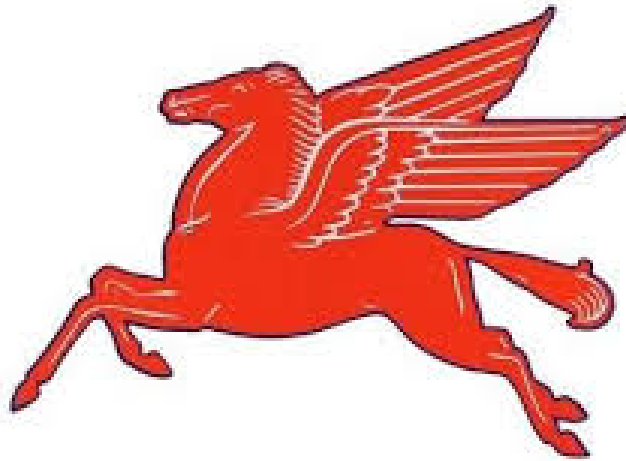


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



Social Studies - Grade 1

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

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# Paulsboro Public Schools

*Superintendent, Dr. Roy Dawson, III*

## *Board of Education*

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Mrs. Anisah Coppin, Business Administrator/Board Secretary

Mr. Robert Harris, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21<sup>st</sup> Century and is rich in tradition and pride.



## DEFINITIONS

**NJ Student Learning Standards** - Clear and specific benchmarks for students' achievement in various content areas. The standards ensure that each child receives a "thorough and efficient education".

**21<sup>st</sup> Century Life and Careers Standards** - These skills that are comprised of the "12 Career Ready Practices" and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21<sup>st</sup> century workplace.

**ELA Companion Standards** - Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

**Gifted and Talented Learners** - Students with high-ability who may need more depth and complexity in instruction.

**Special Education Learners** - Students in need of supports and interventions to improve student achievement

**English Language Learners** - Students with a native language other than English or who are at varying degrees of English language proficiency.

## QUARTER 1 – Social Studies Grade 1

**Big Idea: Who is responsible for making and enforcing rules? What is the world like?**

**Topic: Rights and Responsibilities of Citizens & Geography and the Community (Chapters 1 & 2)**

### Standards:

#### NJ Student Learning Standards:

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.4.A.1 Explain how rules and laws created by a community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

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.

6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.

6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

### GOAL

#### SWBAT Chapter 1

Identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life.

Demonstrate good citizenship in school and in the community.

Explain the purpose of rules in the home, school, and community.

Identify how a person can be a good sport.

Define the terms fact and fiction.

Define responsibility, rights, and cooperation.

Identify and explain responsibilities at home and at school, including showing respect for oneself and for others.

Identify and explain rights and the choices made as a member of a family and class.

Identify the importance of cooperating or working well together.

Explain the purpose of rules and laws.

Identify rules and laws that ensure fairness and safety.

Discuss rules at home and school.

Identify the consequences of not following rules and laws.

Use a problem-solving process to identify a problem, to gather information, and list and consider options.

Consider the advantages and disadvantages of a situation.

Choose and implement a solution and evaluate the effectiveness of the solution.

Explain who leaders are and why they are important.

Identify leaders at home, school, and in the community.

Identify the responsibilities of leaders at home, school and in the community.

Identify and describe the roles of public leaders in the community, state, and nation.

Recognize that government leaders are citizens.

Define and explain direct democracy and representative democracy.

Explain and practice voting as a way of making choices and decisions.

Understand a ballot is a primary source that can give information about how people vote.

Understand how to read a ballot from long ago.

<p><b>Chapter 2</b></p> <p>6.1.4B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have affected where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p><b>Chapter 2</b></p> <p>Explain what a community is.</p> <p>Describe the difference between a city and a town.</p> <p>Determine activities that people do in communities.</p> <p>Describe the location of oneself and objects relative to other locations.</p> <p>Identify and describe the relative location of places in the school and community.</p> <p>Recognize that maps can be used to locate and identify places.</p> <p>Locate and identify places on a map using the four cardinal directions.</p> <p>Explain that maps are used to show large and small places.</p> <p>Explain that a map is a simple representation of planes on Earth.</p> <p>Use simple maps, such as maps of home, classroom, school, and community.</p> <p>Recognize maps can be used to locate and identify places.</p> <p>Identify and describe the physical characteristics of a place (landforms, bodies of water)</p> <p>Locate and identify continents and oceans on maps and globes.</p> <p>Explain how weather and location affect how people live.</p> <p>Identify the main idea and supporting details in a paragraph.</p>				
	<table border="1"> <thead> <tr> <th data-bbox="827 764 1388 792"><b>Essential Questions</b></th> <th data-bbox="1388 764 1894 792"><b>Assessments</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="827 792 1388 1414"> <p><b>Who is responsible for making and enforcing rules?</b></p> <p><b>What is the World like?</b></p> </td> <td data-bbox="1388 792 1894 1414"> <p><b>Formative Assessment</b></p> <p>Classroom Discussion</p> <p>Anecdotal Notes</p> <p>Presentations or Projects</p> <p>Cooperative Learning Groups</p> <p>Open Ended Questions</p> <p>End of lesson quiz online or printable</p> <p><b>Summative Assessment</b></p> <p>Participation and teacher observation</p> <p>District benchmarks</p> <p>Anecdotal records</p> <p>Student Report Card grades</p> <p>Chapter assessment</p> </td> </tr> </tbody> </table>	<b>Essential Questions</b>	<b>Assessments</b>	<p><b>Who is responsible for making and enforcing rules?</b></p> <p><b>What is the World like?</b></p>	<p><b>Formative Assessment</b></p> <p>Classroom Discussion</p> <p>Anecdotal Notes</p> <p>Presentations or Projects</p> <p>Cooperative Learning Groups</p> <p>Open Ended Questions</p> <p>End of lesson quiz online or printable</p> <p><b>Summative Assessment</b></p> <p>Participation and teacher observation</p> <p>District benchmarks</p> <p>Anecdotal records</p> <p>Student Report Card grades</p> <p>Chapter assessment</p>
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<p>CRP12. Work productively in teams while using cultural global competence. CRP12. Work productively in teams while using cultural global competence.</p> <p><b>Technology Standards:</b> 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p><b>ELA Companion Standards:</b> RL.1.1 Ask and answer questions about key details in a text W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>MODIFICATIONS:</b> <b>Gifted and Talented Learners:</b> Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</p> <ul style="list-style-type: none"> <li>• Provide options, alternatives, and choices to differentiate and broaden the curriculum</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Provide whole group enrichment explorations</li> <li>• Teach cognitive and methodological skills</li> <li>• Use center, stations, or contracts</li> <li>• Organize integrated problem-solving simulations</li> <li>• Propose interest-based extension activities</li> </ul> <p><b>Special Education Learners:</b> Allow extra time to complete assignments or tests</p> <ul style="list-style-type: none"> <li>• Work in a small group</li> <li>• Allow answers to be given orally or dictated</li> </ul>	<p style="text-align: center;"><b>Enduring Understanding</b></p> <p><b>Chapter 1</b> Citizens have rights and responsibilities, including voting for public office. People can better cooperate when they respect authority and follow rules and laws in the home, at school, and in the community. Rules and laws establish order, provide security, and manage conflict. Good citizens help to maintain a constitutional republic. The role of the government to represent the citizens and provide services and protection.</p> <p><b>Chapter 2</b> Maps are simple representations and globes are models of places on Earth. The world is made up of different physical characteristics such as land, bodies of water, natural resources, and weather. Humans interact with, and have an impact on, the environment, and the environment affects how and where people live. The human characteristics of places such as shelter, clothing, food, and activities are based upon geographic location.</p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Pearson Social Studies myWorld Interactive Teacher’s Guidebook &amp; online</li> <li>• Pearson Social Studies myWorld Interactive Teacher’s Leveled Books</li> <li>• Person Student Worktext</li> <li>• myWorld Interactive Activity Components</li> <li>• myWorld Interactive Graphic Organizers</li> <li>• Scholastic News supplemental readers</li> <li>• Wonders leveled readers</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>
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<ul style="list-style-type: none"> <li>• Use large print books, Braille, or books on CD (digital text)</li> <li>• Follow all IEP modifications/504 plan</li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Work toward longer passages as skills in English increase</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul>		
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**QUARTER 2 – Social Studies Grade 1**  
**Big Idea: What does it mean to be American?**  
**Topic: Symbols and Traditions of the United States (Chapter 3)**

<b>Standards:</b>	<b>GOAL</b>	
<p><b>NJ Student Learning Standards:</b></p> <p>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and</p>	<p><b>SWBAT</b></p> <p>Describe the United States Flag.</p> <p>Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.</p> <p>Recognize that the United States flag has different meanings to different people.</p> <p>Understand that the United States has many symbols.</p> <p>Explain why symbol, including Uncle Sam, the bald eagle, the Statue of Liberty, and the Golden Gate Bridge.</p> <p>Identify the cause and effect in a paragraph and in a visual.</p> <p>Understand that America once was ruled by England.</p> <p>Recognize that the Declaration of Independence and the U.S. Constitution are important American documents.</p> <p>Identify the U.S. Constitution as a set of rules and laws for our country and the Bill of Rights as changes to the Constitution.</p> <p>Identify historical figures, such as Francis Scott Key, who have written American songs.</p> <p>Recite an American song.</p> <p>Explain the history of an American song.</p>	

<p>the Bill of Rights) to present day government and citizenship.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</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><b>21<sup>st</sup> Century Life and Careers:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>	<p>Identify American anthems and songs and explain how they reflect American individualism and freedom.</p> <p>Recognize that some heroes work to help people who are not treated fairly.</p> <p>Identify contributions of historical figures, including Dr. Martin Luther King, Jr. and Cesar Chavez, who worked for justice.</p> <p>Compare the similarities and differences among the lives and activities of historical figures who have worked for justice</p> <p>Understand how to ask questions to analyze an image and how a caption is related to an image.</p> <p>Explain that our nation celebrates special days to remember and honor people and events.</p> <p>Describe origins of national holidays and celebrations, such as Independence Day, Veterans Day, Memorial Day, Presidents’ Day, and Martin Luther King Jr. Day.</p> <p>Describe how families celebrate national holidays.</p>	
	<p style="text-align: center;"><b>Essential Questions</b> <span style="float: right;"><b>Assessments</b></span></p>	
	<p>What does it mean to be American?</p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Anecdotal Notes</li> <li>Presentations or Projects</li> <li>Cooperative Learning Groups</li> <li>Open Ended Questions</li> <li>End of lesson quiz online or printable</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>Participation and teacher observation</li> <li>District benchmarks</li> <li>Anecdotal records</li> <li>Student Report Card grades</li> <li>Chapter assessment</li> </ul>

ELA Companion Standards	Enduring Understanding	Resources
<p><b>RL.1.1</b> Ask and answer questions about key details in a text</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>MODIFICATIONS:</b></p> <p><b>Gifted and Talented Learners:</b>            Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</p> <ul style="list-style-type: none"> <li>• Provide options, alternatives, and choices to differentiate and broaden the curriculum</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Provide whole group enrichment explorations</li> <li>• Teach cognitive and methodological skills</li> <li>• Use center, stations, or contracts</li> <li>• Organize integrated problem-solving simulations</li> <li>• Propose interest-based extension activities</li> </ul> <p><b>Special Education Learners:</b>            Allow extra time to complete assignments or tests</p> <ul style="list-style-type: none"> <li>• Work in a small group</li> <li>• Allow answers to be given orally or dictated</li> <li>• Use large print books, Braille, or books on CD (digital text)</li> <li>• Follow all IEP modifications/504 plan</li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Work toward longer passages as skills in English increase</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> </ul>	<p>There are symbols and traditions that connect all Americans across the country.            The American flag is a symbol of freedom.            American documents are the basis of the United States' freedom and laws.</p>	<ul style="list-style-type: none"> <li>• Pearson Social Studies myWorld Interactive Teacher's Guidebook &amp; online</li> <li>• Pearson Social Studies myWorld Interactive Teacher's Leveled Books</li> <li>• Person Student Worktext</li> <li>• myWorld Interactive Activity Components</li> <li>• myWorld Interactive Graphic Organizers</li> <li>• Scholastic News supplemental readers</li> <li>• Wonders leveled readers</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**QUARTER 3 – Social Studies Grade 1**  
**Big Idea: How does life change throughout history?**  
**Topic: Life Today and Long Ago (Chapter 4)**

**Standards:**

**NJ Student Learning Standards:**

6.1.4.D.14 Trace how the American identity evolved over time.

6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (i.e., fairness, civil rights, human rights).

6.1.4.B.9 Relate advances in science and technology to environments concerns, and to actions taken to address them.

6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

**21\* Century Life and Careers:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

**GOAL**

**SWBAT**

Explain the words past, present, and past.

Identify and describe time relationships.

Understand how clocks and calendar measure time.

Describe events in sequential order.

Describe how a timeline connects events from the past and present.

Compare and contrast life in schools today and in the past.

Explain how some aspects of a community change over time while others stay the same.

Compare and contrast places people work today with places they worked in the past, clothes people wear today with clothes they wore in the past.

Compare and contrast people’s manners today with the past.

Compare and contrast games from the past and games today.

Explain how inventions changed people’s lives over time.

Understand how people’s lives were affected by change in technology.

Explain how the present is connected to the past.

Analyze a quotation.

**Essential Questions**

**How does life change throughout history?**

**Assessments**

**Formative Assessment**

Classroom Discussion

Anecdotal Notes

Presentations or Projects

Cooperative Learning Groups

Open Ended Questions

<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p>		<p>End of lesson quiz online or printable  <b>Summative Assessment</b>  Participation and teacher observation  District benchmarks  Anecdotal records  Student Report Card grades  Chapter assessment</p>
<p><b>Technology Standards:</b>  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p><b>ELA Companion Standards</b>  <b>RL.1.1</b> Ask and answer questions about key details in a text  <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p><b>MODIFICATIONS:</b>  <b>Gifted and Talented Learners:</b>  Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</p> <ul style="list-style-type: none"> <li>• Provide options, alternatives, and choices to differentiate and broaden the curriculum</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Provide whole group enrichment explorations</li> <li>• Teach cognitive and methodological skills</li> <li>• Use center, stations, or contracts</li> <li>• Organize integrated problem-solving simulations</li> <li>• Propose interest-based extension activities</li> </ul>	<p><b>Enduring Understanding</b></p> <p>We measure time with clocks and calendars. Some aspects of school and communities stay the same over time, but other aspects change. Technology, transportation, and ways to communicate have changed over time.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Pearson Social Studies myWorld Interactive Teacher’s Guidebook &amp; online</li> <li>• Pearson Social Studies myWorld Interactive Teacher’s Leveled Books</li> <li>• Person Student Worktext</li> <li>• myWorld Interactive Activity Components</li> <li>• myWorld Interactive Graphic Organizers</li> <li>• Scholastic News supplemental readers</li> <li>• Wonders leveled readers</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.discovereducation.com">www.discovereducation.com</a></li> </ul>

<p><b>Special Education Learners:</b>          Allow extra time to complete assignments or tests</p> <ul style="list-style-type: none"> <li>• Work in a small group</li> <li>• Allow answers to be given orally or dictated</li> <li>• Use large print books, Braille, or books on CD (digital text)</li> <li>• Follow all IEP modifications/504 plan</li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Work toward longer passages as skills in English increase</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul>		
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**QUARTER 3 – Social Studies Grade 1**  
**Big Idea: How do so many different people make one nation?**  
**Topic: One Nation, Many People (Chapter 5)**

<b>Standards:</b>	<b>GOAL</b>
<p><b>NJ Student Learning Standards:</b></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>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</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><b>SWBAT</b></p> <p>Explain and list basic needs</p> <p>Describe the importance of culture and beliefs.</p> <p>Understand that cultures have similarities and differences.</p> <p>Understand how individual cultures have contributed to our nation’s culture.</p> <p>Identify elements that make up culture, such as food, clothing, language, and games.</p> <p>Distinguish between customs and traditions.</p> <p>Recognize that people and families have different customs, and traditions.</p> <p>Describe and explain the importance of various beliefs, customs, celebrations, and traditions of people and families.</p> <p>Understand that point of view is how someone feels about something.</p> <p>Recognize that people have different points of view.</p>

<p>6.1.4.D.10 Describe how the influence of Native American groups, including the Leni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</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.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.</p>	<p>Compare points of view.</p> <p>Describe the importance of working together as a community or other group.</p> <p>Understand the country is made up of diverse cultures.</p> <p>Recognize the similarities and differences in groups.</p> <p>Explain that we all benefit when we understand people's differences.</p> <p>Understand that American Indians live across the United States, including California.</p> <p>Recognize that there are many different American Indians cultural groups, each with its own customs, traditions, and celebrations.</p> <p>Describe the significances of storytelling to American Indian culture.</p> <p>Explain American Indian arts and its importance to culture.</p> <p>Understand that an artifact is a primary source.</p> <p>Understand how to analyze artifacts.</p> <p>Understand that an immigrant is a person who moves from one country to another.</p> <p>Recognize that immigrants contribute to the economy.</p> <p>Explain that immigrants contribute their customs, culture, traditions, and celebrations to the community where they live.</p> <p>Identify folk tales and legends as stories that are passed down through time and teach life lessons.</p> <p>Understand that most cultures have their own folk tales and legends.</p> <p>Identify the moral of a story.</p> <p>Sequence and categorize information.</p> <p>Retell the order of events in a text by referring to words or illustrations.</p>				
<p><b>21* Century Life and Careers:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p><b>Technology Standards:</b></p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>	<table border="1"> <thead> <tr> <th data-bbox="821 1024 1388 1057">Essential Questions</th> <th data-bbox="1388 1024 1904 1057">Assessments</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 1057 1388 1424"> <p>How do so many people make one nation?</p> </td> <td data-bbox="1388 1057 1904 1424"> <p><b>Formative Assessment</b></p> <p>Classroom Discussion</p> <p>Anecdotal Notes</p> <p>Presentations or Projects</p> <p>Cooperative Learning Groups</p> <p>Open Ended Questions</p> <p>End of lesson quiz online or printable</p> <p><b>Summative Assessment</b></p> <p>Participation and teacher observation</p> <p>District benchmarks</p> </td> </tr> </tbody> </table>	Essential Questions	Assessments	<p>How do so many people make one nation?</p>	<p><b>Formative Assessment</b></p> <p>Classroom Discussion</p> <p>Anecdotal Notes</p> <p>Presentations or Projects</p> <p>Cooperative Learning Groups</p> <p>Open Ended Questions</p> <p>End of lesson quiz online or printable</p> <p><b>Summative Assessment</b></p> <p>Participation and teacher observation</p> <p>District benchmarks</p>
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- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**QUARTER 4- Social Studies Grade 1**  
**Big Idea: How do people get what they need?**  
**Topic: Work in the Community (Chapter 6)**

**Standards:**

**NJ Student Learning Standards:**

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions by individuals, communities, and nations.

6.1.4.C.5 Explain the role of specialization in production and exchange of goods and services.

6.1.4.C.7 Explain how the global market and government influence the availability of private and public goods and services.

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.3 Explain why incentives vary between and among producers and consumers.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.

6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions with in the community.

**GOAL**

**SWBAT**

Describe what a need and want is.

Explain why we make choices.

Distinguish between a want and a need.

Explain why people use money.

Identify goods and services and distinguish between them.

Identify goods and services used at home, at school, and in the community.

Identify the main idea in a paragraph.

Identify the details that support the main idea of a paragraph.

Define and describe who producers and consumers are.

Understand the relationship between consumers and producers.

Discover how producers market their goods.

Explain that a budget is a plan for how to use your money.

Learn how to make a budget.

Explain the difference between a want and a need.

Identify examples of goods and services.

Describe the costs and benefits involved when people exchange goods.

Identify examples of choices a buyer makes when buying goods and services.

Learn about the jobs people do at home, in the community, and at school.

Learn how goods are transported to the community and from faraway places.

Describe what a primary source is.

Identify photographs and information as a primary source.

<p><b>21<sup>st</sup> Century Life and Careers:</b>  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.</p> <p><b>Technology Standards:</b>  8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p><b>ELA Companion Standards</b>  <b>RL.1.1</b> Ask and answer questions about key details in a text  <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p><b>MODIFICATIONS:</b>  <b>Gifted and Talented Learners:</b>  Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)  • Provide options, alternatives, and choices to differentiate and broaden the curriculum  • Organize and offer flexible small group learning activities</p>	<b>Essential Questions</b>		<b>Assessments</b>	
	<p>How do people get what they need?</p>		<p><b>Formative Assessment</b>  Classroom Discussion  Anecdotal Notes  Presentations or Projects  Cooperative Learning Groups  Open Ended Questions  End of lesson quiz online or printable</p> <p><b>Summative Assessment</b>  Participation and teacher observation  District benchmarks  Anecdotal records  Student Report Card grades  Chapter assessment</p>	
	<b>Enduring Understanding</b>		<b>Resources</b>	
	<p>People exchange goods and services to get what they need.  Producers make goods and provide services.  Limited resources mean that we must make choices as we spend, save, and donate money.</p>		<ul style="list-style-type: none"> <li>• Pearson Social Studies myWorld Interactive Teacher’s Guidebook &amp; online</li> <li>• Pearson Social Studies myWorld Interactive Teacher’s Leveled Books</li> <li>• Person Student Worktext</li> <li>• myWorld Interactive Activity Components</li> <li>• myWorld Interactive Graphic Organizers</li> <li>• Scholastic News supplemental readers</li> <li>• Wonders leveled readers</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>	

- Provide whole group enrichment explorations
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