

Pine Hill Public Schools Curriculum

Content Area:	Social Studies		
Course Title/ Grade Level:	Grade 1		
Unit 1:	Civic Responsibility	Month:	September
Unit 2:	U.S. Government	Month:	End of October
Unit 3:	Thanksgiving Culture	Month:	November
Unit 4:	Traditions Around the World	Month:	December
Unit 5:	Civil Rights and the Creation of the United States	Month:	January/February
Unit 6:	Global Challenges/Change in Society/Life Skills	Month:	March / April / May
Unit 7:	Maps	Month:	June
Date Created or Revised:	July 2012 J. Brown/ F. Glynn		
BOE Approval Date:	07/17/2012		

**Pine Hill Public Schools
Social Studies Curriculum**

Unit Title: Civic Responsibility		Unit #: 1
Course or Grade Level: Social Studies – Grade 1		Length of Time: 2 weeks
Pacing	September	
Essential Questions	<ul style="list-style-type: none"> • What are rules and laws? • What is bullying? • Who was Johnny Appleseed? • How do you solve conflicts? 	
Content	<ul style="list-style-type: none"> • Rules and laws in a community • Fairness and equality • Rights and responsibilities • Historical contributions (Johnny Appleseed) • Bullying and conflict due to stereotypes or prejudice • Conflict resolution • 	
Skills	<ul style="list-style-type: none"> • Identify rules and laws • Create classroom rules that show fairness and equality • Demonstrate the characteristics of a good citizen • Comprehends the contribution Johnny Appleseed made on the U.S. • Define what a bully is • Describe and identify bullying behavior • Propose solutions to address conflicts or bullying 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observation, anecdotal records, class assignments • Summative: oral responses 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Heterogeneous groups, visual prompts, small groups, individual help as needed 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature, charts and graphs, writing responses, Scholastic News 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Olweus book, read alouds, worksheets, Scholastic News, smartboard 	

2009 NJCCCS

Standard:6.1 U.S. History: America

CPI # / CPI(s): 6.1.4.A.1

6.1.4.A.3

6.1.4.A.11

6.1.4.D.12

6.1.4.D.16

6.3.4.A.1

6.3.4.D.1

**Pine Hill Public Schools
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Unit Title: U.S. Government		Unit #: 2
Course or Grade Level: Social Studies – Grade 1		Length of Time: 2 weeks
Pacing	End of October	
Essential Questions	<ul style="list-style-type: none"> • What changes can government officials make? • What are some historical symbols, monuments, and holidays? • What do these symbols, monuments, and holidays represent to Americans? 	
Content	<ul style="list-style-type: none"> • Change at local, state, and national level (Election) • Historical symbols (ex: flag, eagle), monuments (ex: Washington Monument, Lincoln Memorial, Statue of Liberty), and holidays affect on American identify (ex: Columbus Day, Veteran’s Day) 	
Skills	<ul style="list-style-type: none"> • Describe how changes can be created through the election process (ex: mayor, governor, president) • Recognizes historical symbols, monuments, and holidays and explains the affect on American identify 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observation, anecdotal records, class assignments • Summative: oral responses 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Heterogeneous groups, visual prompts, small groups, individual help as needed 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature, charts and graphs, writing responses, Scholastic News 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Read alouds, worksheets, Scholastic News, maps, smartboard 	
2009 NJCCCS		
CPI # / CPI(s):6.1.4.A.12 6.1.4.D.17 6.3.4.A.1 6.1.4.D.12		

**Pine Hill Public Schools
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Unit Title: Thanksgiving Culture		Unit #: 3
Course or Grade Level: Social Studies – Grade 1		Length of Time: 2 weeks
Pacing	November	
Essential Questions	<ul style="list-style-type: none"> • Why was there a first Thanksgiving and what did it look like? • What were the similarities and differences between the two cultures? • How did the behaviors of the Native Americans help influence the lives of the Pilgrims? • How did the Pilgrims maintain their traditional beliefs while adopting new practices in the United States? 	
Content	<ul style="list-style-type: none"> • Historical contributions (Native Americans and Pilgrims, Thanksgiving) • First Thanksgiving (combining two cultures) 	
Skills	<ul style="list-style-type: none"> • Compare/Contrast the cultures of the Native Americans and Pilgrims • Show how culture is expressed through and influenced by the behavior of people • Explain how the First Thanksgiving impacted present day American culture • Explain why the Pilgrims left England 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observation, anecdotal records, class assignments • Summative: oral responses 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Heterogeneous groups, visual prompts, small groups, individual help as needed 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature, charts and graphs, writing responses, Scholastic News 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Read alouds, worksheets, Scholastic News, maps, smartboard 	
2009 NJCCCS		
CPI # / CPI(s):6.1.4.D.12		
6.1.4.D.13		
6.1.4.D.15		

**Pine Hill Public Schools
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Unit Title: Traditions Around the World		Unit #: 4
Course or Grade Level: Social Studies – Grade 1		Length of Time: 3 weeks
Pacing	November-December	
Essential Questions	<ul style="list-style-type: none"> • How is the world divided into continents and countries? • What are some beliefs, languages, and traditions within different countries? • What are your beliefs and traditions and how can they reflect more than one culture? 	
Content	<ul style="list-style-type: none"> • Holidays Around the World • Cultural Differences in an Interconnected World • Traditions and Beliefs 	
Skills	<ul style="list-style-type: none"> • Describe how the world is divided into many nations that have their own governments, languages, customs, and laws • Explain how an individual’s beliefs, values, and traditions may reflect more than one culture (American melting pot) • Describe why it is important to understand and accept other cultures and beliefs 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observation, anecdotal records, class assignments • Summative: oral responses 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Heterogeneous groups, visual prompts, small groups, individual help as needed 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature, charts and graphs, writing responses, Scholastic News 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Read alouds, worksheets, Scholastic News, maps, smartboard 	
2009 NJCCCS		
CPI # / CPI(s):6.1.4.D.13 6.1.4.B.2 6.1.4.A.14 6.1.4.D.18 6.1.4.D.20		

**Pine Hill Public Schools
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Unit Title: Civil Rights and Creation of United States		Unit #: 5
Course or Grade Level: Social Studies – Grade 1		Length of Time: 4 weeks
Pacing	January-February	
Essential Questions	<ul style="list-style-type: none"> • How did Dr. Martin Luther King and other civil rights leaders influence change? • What is a fair law vs. an unfair law? • Why did the unfair laws need to be changed? • What is civic responsibility? • How was the United States created? • What were the roles of George Washington and Thomas Jefferson in the creation of the United States? 	
Content	<ul style="list-style-type: none"> • Dr. Martin Luther King, Jr. and other civil rights leaders • Discrimination and change of laws/beliefs • Creation of the United States (George Washington and Thomas Jefferson) 	
Skills	<ul style="list-style-type: none"> • Describe how the actions of Dr. Martin Luther King and other civil rights leaders helped create social change • Understand the concepts of fairness and equality and how they are part of civic responsibility • Explain the contributions George Washington and Thomas Jefferson made to the creation of the United States of America 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observation, anecdotal records, class assignments • Summative: oral responses 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Heterogeneous groups, visual prompts, small groups, individual help as needed 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature, charts and graphs, writing responses, Scholastic News 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Read alouds, worksheets, Scholastic News, maps, smartboard 	

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CPI # / CPI(s):6.1.4.A.2
6.1.4.A.3
6.1.4.A.10
6.1.4.A.11
6.1.4.A.12
6.1.4.D.16
6.3.4.A.1
6.1.4.D.4
6.1.4.D.6
6.1.4.D.17

**Pine Hill Public Schools
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Unit Title: Global Challenges/Change in Society/Life Skills		Unit #: 6
Course or Grade Level: Social Studies – Grade 1		Length of Time: 5 weeks
Pacing	May	
Essential Questions	<ul style="list-style-type: none"> • What are some global challenges? • What are some possible solutions to global challenges? • How can service projects help make a difference? • What are some common concerns across countries? • Who was Benjamin Franklin? • How did inventions (communication and transportation) change society? • What are wants and needs? • Why is it important to know the difference between a want and a need when making purchases? 	
Content	<ul style="list-style-type: none"> • Global challenges • International communication regarding issues of public concern and discuss solutions • Service project • Transportation/Communication systems and how they affect economies • Inventions in history (Ben Franklin) • Wants/Needs and how it affects individuals, communities, and governments • Money, Savings, Debt, and Investments in individuals' lives 	
Skills	<ul style="list-style-type: none"> • Explore global challenges and possible solutions • Communicate with students from various countries about common issues of public concern and possible solutions • Create group initiative to bring about change • Recognizes the impact Ben Franklin had on technology then and now (electricity) • Describe the development of communication/transportation systems over time (internet, email, texting, phone, mail service, pony express, trains, airplanes, boats) • Decide the difference between wants and needs • Explain the monetary impact when deciding between a want and need 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observation, anecdotal records, class assignments • Summative: oral responses 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Heterogeneous groups, visual prompts, small groups, individual help as needed 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature, charts and graphs, writing responses, Scholastic News 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Read alouds, worksheets, Scholastic News, maps, smartboard 	
2009 NJCCCS		
CPI # / CPI(s):6.1.4.A.15 6.1.4.A.16 6.3.4.A.4 6.3.4.C.1 6.1.4.C.15		

6.1.4.C.16
6.1.4.C.18
6.1.4.D.6
6.1.4.D.11
6.1.4.C.1
6.1.4.C.2
6.1.4.C.6
6.1.4.C.10

**Pine Hill Public Schools
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Unit Title: Maps		Unit #: 7
Course or Grade Level: Social Studies – Grade 1		Length of Time: 2 weeks
Pacing	June	
Essential Questions	<ul style="list-style-type: none"> • What are maps used for? • What is a compass rose? • What kinds of maps are there? • In what situation should a certain map be used? • How do landforms, climate, and resources affect where people live within a state or country? 	
Content	<ul style="list-style-type: none"> • Different types of maps • Compass • Physical and political maps (New Jersey, United States, World) • Map usage in determining distance, location, time zones • New Jersey map skills 	
Skills	<ul style="list-style-type: none"> • Compare/Contrast different types of maps and determine when the information will be useful • Follow directional terms (north, south, east, west) • Decide when to use specific maps (globe, political map, gps, time zones) • Identify how New Jersey landforms, climate, weather, and resources have impacted where and how people live and work in different regions of New Jersey and U.S. 	
Assessments	<ul style="list-style-type: none"> • Formative: teacher observation, anecdotal records, class assignments • Summative: oral responses 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Heterogeneous groups, visual prompts, small groups, individual help as needed 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature, charts and graphs, writing responses, Scholastic News 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Read alouds, worksheets, Scholastic News, maps, smartboard, Google Earth 	
2009 NJCCCS		
CPI # / CPI(s):6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4		