

Gr 1 Social Studies Course Overview

Content Area: **Social Studies**
Course(s): **SOCIAL STUDIES-1**
Time Period:
Length: **N/A**
Status: **Published**

COVER

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Grade 1

Course Number: 4051

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Course Adoption: 4/21/1986

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Course Overview

First grade social studies emphasizes the study of local, state and national government, the United States Constitution, citizenship and New Jersey history. The curriculum sequence is designed to build the content and skills that prepare students for the United States and World History programs in grades 2-11. Covering the eight strands of social studies, this program focuses on the students' immediate world and moves quickly to the larger world to broaden their sense of place. A variety of lesson formats develops the concept of change over time as students explore the geographic, social, and economic aspects of their world. Students in this required course meet for 60 minutes each week.

Unit 1: All About Families

Essential Theme: Families care for and help one another. Rules help families stay safe and get along. Families celebrate special times together. They live in different types of homes and use different forms of transportation. Families do things differently now than they did long ago.

Essential Question: How are families alike and different?

Unit 2: Where We Live

Essential Theme: Geography helps us learn about where we live. People live in communities. Communities are in a bigger place called a state. Fifty states make up our country, The United States of America. A country is part of a continent. There are seven continents on Earth. It is important to care for Earth by preserving our natural resources.

Essential Questions: Name the three types of communities. How are they alike and different? What community, state, country, continent, do you live in?

Unit 3: Good Citizens

Essential Theme: A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of The United States have songs, symbols, and sayings that help celebrate our country.

Essential Question: What makes a good citizen?

Unit 4: All Kinds of Jobs

Essential Theme: Some people work to make or sell goods. Others work to provide important services. People work to get money or get jobs done. They use money to buy what they need or want. Volunteers use

their time to help others. It is important to do a good job. People work together to get jobs done well. They use tools to make work easier.

Essential Question: Why do people work?

Unit 5: Americans Long Ago

Essential Theme: The Najavo and the Seminole were among the first groups of people to live in America. Other people came from across the Atlantic Ocean. Life in America changed. A new country, the United States of America, was born. Some Americans made important contributions to our country.

Essential Question: Why is it important to learn about the past?

Textbooks and other resources

Students use age-appropriate, leveled texts. They use both fiction and nonfiction works and the textbook *People and Places*.

Standards

SOC.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.
SOC.6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.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).
SOC.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.
SOC.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.
SOC.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.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.
SOC.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.

SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
SOC.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.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.
SOC.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.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.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.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
SOC.6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
SOC.6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
SOC.6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
SOC.6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
SOC.6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
SOC.6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
SOC.6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
SOC.6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
SOC.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).
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Grading and Evaluation Guidelines

Students are evaluated throughout each quarter. Oral and written assessments, projects, and class activities are all taken into account when determining the degree to which a student is meeting the the NJ Social Studies curriculum standards. Course content and pedagogy are reviewed by teachers and administrators throughout the year.

Other Details

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