

# Unit 4: Life Today and Long Ago

Content Area: **Social Studies**  
Course(s): **Sample Course**  
Time Period:  
Length: **Full Year - Grade 1**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Social Studies, Grade 1**

## **Life Today and Long Ago**

**Belleville Board of Education**

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## **Unit Overview**

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In Unit 4, the students will compare and contrast life today and long ago. They will learn about how technology, transportation, and ways to communicate have changed over time. They will understand how inventions have changed people's lives to make life easier. They will understand why we use clocks and calendars. Finally, the students will discover the similarities and differences of people living today with people from the past which includes work, clothing, manners, schools and communities.

## **Enduring Understanding**

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- We measure time with clocks and calendars.
- Some aspects of schools and communities stay the same over time, but other aspects change.
- Technology, transportation, and ways to communicate have changed over time.

## Essential Questions

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- How does life change throughout history?
- How to measure time?
- How schools and communities have changed over time and how they have stayed the same?
- How have schools changed over time?
- How daily life has changed over time and how it has stayed the same?
- How are places where people work today different from the past?
- How technology and transportation have changed over time?
- How has transportation changed over time?

## Exit Skills

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- **Chapter 4, Lesson 1:**
- Know the words past, present, and future.
- Identify and describe time relationships.
- Recall how clocks and calendars measure time.
- **Chapter 4, Lesson 2:**
- Compare and contrast life in schools today and in the past.
- Know how some aspects of a community change over time while others stay the same.
- **Chapter 4, Lesson 3:**
- Compare and contrast places people work today with places they worked in the past.
- Compare and contrast clothes people wear today with clothes they wore in the past.
- Compare and contrast people's manners today with the past.
- **Chapter 4, Lesson 4:**
- Understand how inventions changed people's lives over time.
- Remember how people's lives were affected by the change in technology.
- State how the present is connected to the past.

## New Jersey Student Learning Standards (NJSL-S)

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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.CS6	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
SOC.6.1.4.C.CS7	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.

## Interdisciplinary Connections

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LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.

## Learning Objectives

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After completing Unit 4, students will demonstrate the ability to:

- **Chapter 4, Lesson 1:**
- Explain the words past, present, and future.

- Identify and describe time relationships.
- Understand how clocks and calendars measure time.
- **Chapter 4, Lesson 2:**
- 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.
- **Chapter 4, Lesson 3:**
- Compare and contrast places people work today with places they worked in the past.
- Compare and contrast clothes people wear today with clothes they wore in the past.
- Compare and contrast people's manners today with the past.
- **Chapter 4, Lesson 4:**
- Explain how inventions changed people's lives over time.
- Understand how people's lives were affected by the change in technology.
- Explain how the present is connected to the past.

## **Suggested Activities & Best Practices**

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- **Chapter 4:**
- Complete the Quest throughout the chapter. The Quest is to write a skit.
- See the My World Activity Guide to find additional resources to complete the Quest.
- **Chapter 4, Lesson 1:**
- Take turns with a partner. Tell how you have changed over time.
- Make a chart with a partner. Write the words Day and Night at the top. Tell what you do during these times.
- Play a Game: Name fun activities children can do in the classroom, such as "hop ten time" or "name all the children in the class". Have children write their guesses on the board. Then explain the game to see if children can do the task in the time given. Choose a volunteer and name a task. Watch your clock to see if they can do it in time.
- Make a Timeline: Pass out index cards and have children write the year of a special event in their lives. Have them write a sentence to describe the event. In small groups, have children compare cards and then put the events in order to create a timeline.
- **Chapter 4, Lesson 2:**
- Tell a partner what kindergarten was like. Tell how first grade is different.
- Reading Circle: Read aloud *Schools: Then and Now* by Robin Nelson. Then have children work in pairs to ask and answer questions about what schools were like in the past and how they are different today.
- **Chapter 4, Lesson 3:**
- Take turns with a partner. Act out jobs that people do today.
- Perform a Skit: In small groups, have children write a skit about how life has changed in their community over the years. Encourage them to research what jobs people did, what they wore, and how they behaved, and then create props to add detail and additional context to their skit. Then give children time to practice before they perform for the class.
- Create a History Book: Brainstorm questions that children can ask family members who were young a long time ago about work, clothes, and manners in the past. Then have children conduct interviews at home and bring their answers back to class. Have children create a page for a class history book with the information they learned from their family members.
- Thumbs Up, Thumbs Down: In advance, gather pictures of games from the present and the past. Display the photos one at a time, and have children put their thumbs up if the pictures show the present and thumbs down if the pictures show the past. Have children compare and contrast each picture to say how the games changed over time.
- **Chapter 4, Lesson 4:**
- Work with a partner. Make a list of things you use that make your life easier.
- Make an Invention: In small groups, have children think about an invention which could make their lives better. Each group should draw a picture of its invention and write a sentence that explains how the invention would help people. Then have groups present their inventions to the class. Take a class vote to decide which invention would be the most useful.
- Write Your Own Letter: Have children write a letter to a friend or family member. Encourage them to talk about school, clothing, and games they like to play.

- Thumbs Up, Thumbs Down: State an action that someone might take, such as interrupting or listening to the point of view of others. Ask children to think about whether each action does or does not show respect for the rights of others. Have children give a thumbs up if the action respects others and a thumbs down if it does not.

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics
- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast
- Illustration
- Study Guide
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate

- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources & Materials**

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Social Studies Pearson: myWorld Interactive Grade 1 Teacher's Edition, Student Activity Mats, Leveled Readers, Activity Guide, Student myWorld Interactive book.

## **Ancillary Resources**

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[www.pearsonrealize.com](http://www.pearsonrealize.com)

<https://www.tikatok.com/>

## **Technology Infusion**

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- Smart TV
- Laptops

- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
- [www.pearsonrealize.com](http://www.pearsonrealize.com)
- <https://www.tiktok.com/>
- relevant YouTube/TeacherTube videos

## **Alignment to 21st Century Skills & Technology**

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- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
  - Information Literacy
  - Media Literacy
  - ICT (Information, Communications and Technology) Literacy
  - Life and Career Skills
  - Creativity and Innovation
  - Critical thinking and Problem Solving
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  - Creativity and Innovation
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  - ICT (Information, Communications and Technology) Literacy
  - Information Literacy
  - Life and Career Skills
  - Media Literacy

## **21st Century Skills**

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- Global Awareness



- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

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### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts

- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Intervention Strategies**

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- Decreasing the amount of work presented or required
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Teaching key aspects of a topic. Eliminate nonessential information
- Tutoring by peers
- Having peers take notes or providing a copy of the teacher's notes
- Providing study guides
- Allowing students to correct errors (looking for understanding)
- Marking students' correct and acceptable work, not the mistakes
- Reducing or omitting lengthy outside reading assignments
- Allowing students to select from given choices
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- Modifying tests to reflect selected objectives
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests

- Reducing the number of answer choices on a multiple choice test
  - Allowing the use of note cards or open-book during testing
  - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
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- allowing students to correct errors (looking for understanding)
  - teaching key aspects of a topic. Eliminate nonessential information
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - allowing students to select from given choices
  - allowing the use of note cards or open-book during testing
  - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
  - decreasing the amount of work presented or required
  - having peers take notes or providing a copy of the teacher's notes
  - marking students' correct and acceptable work, not the mistakes
  - modifying tests to reflect selected objectives
  - providing study guides
  - reducing or omitting lengthy outside reading assignments
  - reducing the number of answer choices on a multiple choice test
  - tutoring by peers
  - using authentic assessments with real-life problem-solving
  - using true/false, matching, or fill in the blank tests in lieu of essay tests
  - using videos, illustrations, pictures, and drawings to explain or clarify

## **Special Education Learning**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## Sample Lesson

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: