

Grade 1 Unit 9: Where We Live

Content Area: **Social Studies**
Course(s): **Social Studies Grade 1**
Time Period:
Length: **10 days**
Status: **Published**

NJSLS - Social Studies

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| SOC.6.1.2.EconET.1 | Explain the difference between needs and wants. |
| SOC.6.1.2.EconET.2 | Cite examples of choices people make when resources are scarce. |
| SOC.6.1.2.GeoHE.1 | Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. |
| SOC.6.1.2.GeoHE.2 | Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). |
| SOC.6.1.2.GeoHE.3 | Identify cultural and environmental characteristics of different regions in New Jersey and the United States. |
| SOC.6.1.2.GeoHE.4 | Investigate the relationship between the physical environment of a place and the economic activities found there. |
| SOC.6.1.2.GeoPP.1 | Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). |
| SOC.6.1.2.GeoSV.1 | Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). |
| SOC.6.1.2.GeoSV.2 | Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). |
| SOC.6.1.2.GeoSV.3 | Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic). |
| SOC.6.1.2.GeoSV.4 | Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). |

Rationale & Transfer Goals

This unit will focus primarily on topics from previous units. Students will describe different kinds of neighborhoods and interpret information on a map. They will be able to identify different landforms located where people live and describe different bodies of water. In this unit students will learn different resources and their importance. Learners will be able to explain how wind turbines help us use air as a resource and explain why conservation is important. Students will be able to distinguish the difference between needs and wants.

Enduring Understandings

- Students will explore the place we live, from local neighborhood to global community, and consider how our physical environment affects the way we live.

Essential Questions

- How does our location affect the way we live?

Important Vocabulary

- neighborhood
- mountain
- valley
- plain
- laker
- river
- ocean
- resource
- conservation
- recycle
- shelter
- transportation

Content - What students will know

- Near Me
- The Shapes of Land
- Living Near Water
- Resources
- Air
- Reduce, Reuse, Recycle
- Our Big Country
- Our Big World

Skills - What students will be able to do

- SWBAT Describe different kinds of neighborhoods and interpret information on a map.
- SWBAT Identify the different landforms located where people live.
- SWBAT Identify and describe different bodies of water that people live near.
- SWBAT Identify resources and explain how we use resources.
- SWBAT Explain how wind turbines help us use air as a resource.
- SWBAT Explain why conservation is important.
- SWBAT Identify what all people need in order to live and explain how the places people live affect their clothing, shelter, and transportation.
- SWBAT Locate places on a globe and explain how people live in different kinds of places around the world.

Instructional Activities - How we teach content and skills

- Reading Skills: Categorize and Classify
- Map and Globe Skills: Read a Map
- Unit 9 Magazine
- Little Thinkers Resource
- YouTube
- BrainPOP Jr
- Role Play

Evidence/Assessment - How we know students have learned

- Unit Assessment
- Benchmarks
- Teacher observation
- Class discussion
- informal assessments
- [Assessments](#)

Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit | Instructional Activity |
|---|---|---|
| <p>Students will be very familiar with the information presented in this unit. They will enhance their understanding of different bodies of water. They will review, reduce, reuse and recycle.</p> | <p>Rules and Laws - Explain that people in all parts of the world have rules and laws so they can live together peacefully.</p> <p>Maps and Globes - Explain that children can use their map reading skills to find out where Frankie is.</p> | <p>Children’s drawings should reflect their understanding of the basic geographical features. They should also reflect how these features, together with climate, affect the way people live. Children should be able to make a connection between each item in their drawings and the conditions in the location depicted.</p> |

Key Resources

- Unit 9 Magazine
- YouTube Videos
- Little Thinkers Resource
- Scholastic News Articles
- BrainPOP Jr.

21st Century Life & Careers

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.GCA.1

Articulate the role of culture in everyday life by describing one’s own culture and

comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections

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| HE.K-2.2.3.2.PS.2 | Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). |
| LA.K-12.NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| MA.1.G.A.1 | Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. |
| MU.K-2.1.3A.2.Pr6a | Perform music for a specific purpose with expression and technical accuracy. |
| VA.K-2.1.5.2.Cr2c | Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. |

Intersections of History

Maps can show specific places, neighborhoods, communities, states, countries, continents or even planets. All of these places are home to individuals of different genders, races, cultures and orientations. Students will develop and build upon global awareness through current and past events

Black: Students will read *The Last Stop on Market Street* by Matt De La Pena and discover the world around the characters. A young black boy asks his grandma questions about their disadvantages. Students may be able to relate to some of the questions that the boy asks.

Hispanic: Students will read the story *Amelia's Road* by Linda Jacobs Altman and discover how many migrant workers travel to different parts of the country to keep steady work.

Women: Students will read the story *One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia*. Students will read how this woman helped clean up her community and began recycling.

LGBTQ: N/A

