

Curriculum Design	
Content Area: Social Studies	
Course Title: General Social Studies	Grade Level: 1
Unit 1-Animals, Tame and Wild	6 weeks
Unit 2-Communities	6 weeks
Unit 3-Changes	6 weeks
Unit 4-Treasures	6 weeks
Unit 5-Great Ideas	6 weeks
Date Revised: August 2015	
Board Approved on: August 27, 2015	

Unit 1 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit 1 Title:</b> Animals, Tame and Wild	
<b>Grade Level:</b> 1	
<p><b>Unit Summary: How are people and animals important to one another?</b>            People and animals depend on one another for food and companionship.</p> <p><b>Primary interdisciplinary connections:</b> Reading Informational Text; Speaking and Listening; Technology</p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text.  <b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>21<sup>st</sup> century themes:</b> This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	
Learning Targets	
<p><b>Standards</b>            This unit covers the following standards:</p> <p><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Citizenship begins with becoming a contributing member of the classroom community.</li> <li>• Individuals and families have unique characteristics.</li> <li>• Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.

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.	
<b>Unit Essential Questions-</b> <ul style="list-style-type: none"> <li>• How can people help animals?</li> <li>• How can animals help people?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• People can help animals by giving them food and shelter.</li> <li>• Animals help people by providing companionship and protecting them.</li> </ul>
<b>Evidence of Learning</b>		
<b>Summative Assessment</b> End of Year Test Selection Test <b>Benchmark Assessment</b> – Teacher Created Performance Based Assessment <b>Equipment needed:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> <b>Teacher Resources:</b> Pearson Scott Foresman’s <u>Reading Street</u>		
<b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Choice Boards</li> <li>• Tiered Assignments</li> <li>• Partner work</li> <li>• Leveled Texts</li> <li>• Flexible grouping</li> <li>• Compacting</li> <li>• Varying question levels</li> </ul>		
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom participation</li> <li>• Unit Benchmark</li> <li>• Baseline Test</li> </ul>		

Unit 2 Overview
<b>Content Area:</b> Social Studies
<b>Unit 2 Title:</b> Communities
<b>Grade Level:</b> 1
<p><b>Unit Summary: What is a community?</b>  A community is made up of many different people who support the community in different ways.</p> <p><b>Primary interdisciplinary connections:</b> Reading Informational Text; Speaking and Listening; Technology</p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>21<sup>st</sup> century themes:</b> This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP12.</b> Work productively in teams while using cultural global competence.</p>
Learning Targets
<p><b>Standards</b>  This unit covers the following standards:</p> <p><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>6.3 Active Citizenship in the 21<sup>st</sup> Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>• Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>• Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>• Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul>

<ul style="list-style-type: none"> <li>• Develop strategies to reach consensus and resolve conflict.</li> <li>• Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> <li>• Citizenship begins with becoming a contributing member of the classroom community.</li> <li>• Everyone is part of a larger neighborhood and community.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
<b>Unit Essential Questions-</b> <ul style="list-style-type: none"> <li>• What does a family do together?</li> <li>• How do we learn together at school?</li> <li>• Who makes our neighborhood a nice place to live?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• A family does many things together; from everyday activities to adventures.</li> <li>• We learn together by cooperating with our classmates and teacher.</li> <li>• Community members make our neighborhood a nice place to live.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> - End of Year Test; Selection Test <b>Benchmark Assessment</b> – Teacher Created Performance Based Assessment <b>Equipment needed:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> <b>Teacher Resources:</b> Pearson Scott Foresman's <u>Reading Street</u>	
<b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Choice Boards</li> <li>• Tiered Assignments</li> <li>• Partner work</li> <li>• Leveled Texts</li> <li>• Flexible grouping</li> <li>• Compacting</li> <li>• Varying question levels</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom participation</li> <li>• Baseline Test</li> </ul>	

Unit 3 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit 3 Title:</b> Changes	
<b>Grade Level:</b> 1	
<p><b>Unit Summary: What is changing in our world?</b>  Many things are changing in our world from our environment to technology. People change as our world changes.</p> <p><b>Primary interdisciplinary connections:</b> Reading Informational Text; Speaking and Listening; Technology</p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text.  <b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>21<sup>st</sup> century themes:</b> This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	
Learning Targets	
<p><b>Standards</b>  This unit covers the following standards:</p> <p><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Individuals and families have unique characteristics.</li> <li>• Places are jointly characterized by their physical and human properties.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resourced have impacted where and how people live and work in different regions of New Jersey and the United States.
Unit Essential Questions-	
Unit Enduring Understandings	

<ul style="list-style-type: none"> <li>• What do we learn as we grow and change?</li> <li>• Why are changes exciting?</li> </ul>	<ul style="list-style-type: none"> <li>• We learn a lot about ourselves as we grow and change.</li> <li>• Changes are exciting because it's something new.</li> </ul>
<b>Evidence of Learning</b>	
<p><b>Summative Assessment</b>            End of Year Test            Selection Test  <b>Benchmark Assessment</b> – Teacher Created Performance Based Assessment  <b>Equipment needed:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>  <b>Teacher Resources:</b> Pearson Scott Foresman's <u>Reading Street</u></p>	
<p><b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b></p> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Choice Boards</li> <li>• Tiered Assignments</li> <li>• Partner work</li> <li>• Leveled Texts</li> <li>• Flexible grouping</li> <li>• Compacting</li> <li>• Varying question levels</li> </ul>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom participation</li> <li>• Unit Benchmark</li> <li>• Baseline Test</li> </ul>	

Unit 4 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit 4 Title:</b> Treasures	
<b>Grade Level:</b> 1	
<p><b>Unit Summary: What do we treasure?</b>            People treasure many different things. Some of these treasures can be shared with others who will also appreciate them.</p> <p><b>Primary interdisciplinary connections:</b> Reading Informational Text; Speaking and Listening; Technology</p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text.  <b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p><b>21<sup>st</sup> century themes:</b> This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	
Learning Targets	
<p><b>Standards</b>            This unit covers the following standards:</p> <p><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• There are many different cultures within the classroom and community.</li> <li>• Individuals and families have unique characteristics.</li> <li>• Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).



6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
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.
<b>Unit Essential Questions-</b> <ul style="list-style-type: none"> <li>• How can a surprise be a treasure?</li> <li>• What treasures can we create?</li> <li>• How can we share special days?</li> <li>• What treasures can we share at home?</li> <li>• What treasures can we share with neighbors?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Treasures can be found in different ways, as a surprise is just one example.</li> <li>• There are many treasures one can create.</li> <li>• Special days can be shared with family and/or friends.</li> <li>• We can share treasures at home with our family members.</li> <li>• We can share many treasures with our neighbors.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> End of Year Test Selection Test <b>Benchmark Assessment</b> – Teacher Created Performance Based Assessment <b>Equipment needed:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> <b>Teacher Resources:</b> Pearson Scott Foresman's <u>Reading Street</u>	
<b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Choice Boards</li> <li>• Tiered Assignments</li> <li>• Partner work</li> <li>• Leveled Texts</li> <li>• Flexible grouping</li> <li>• Compacting</li> <li>• Varying question levels</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom participation</li> <li>• Unit Benchmark</li> <li>• Baseline Test</li> </ul>	

Unit 5 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit 5 Title:</b> Great Ideas	
<b>Grade Level:</b> 1	
<p><b>Unit Summary: What difference can a great idea make?</b>  A great idea can make a huge difference. The best way to get a great idea is to brainstorm looking for many new ideas.</p> <p><b>Primary interdisciplinary connections:</b> Reading Informational Text; Speaking and Listening; Technology</p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text.  <b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>21<sup>st</sup> century themes:</b> This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	
Learning Targets	
<p><b>Standards</b>  This unit covers the following standards:</p> <p><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Individuals and families have unique characteristics.</li> <li>• Everyone is part of a larger neighborhood and community.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
<p><b>Unit Essential Questions-</b></p> <ul style="list-style-type: none"> <li>• When does a problem need a clever</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• A clever solution is necessary when there isn't</li> </ul>

<p>solution?</p> <ul style="list-style-type: none"> <li>• How can new ideas help us see things differently?</li> <li>• How can a great idea change the way we live?</li> <li>• How can you use something familiar in a new way?</li> </ul>	<p>an obvious answer to a problem.</p> <ul style="list-style-type: none"> <li>• New ideas can help us see things differently by allowing us to think “outside the box”.</li> <li>• A great idea can change the way we live by making it easier or more efficient.</li> <li>• You can use something familiar in a new way by trying something new.</li> </ul>
<b>Evidence of Learning</b>	
<p><b>Summative Assessment</b>            End of Year Test            Selection Test  <b>Benchmark Assessment</b> – Teacher Created Performance Based Assessment  <b>Equipment needed:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>  <b>Teacher Resources:</b> Pearson Scott Foresman’s <u>Reading Street</u></p>	
<p><b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b></p> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Choice Boards</li> <li>• Tiered Assignments</li> <li>• Partner work</li> <li>• Leveled Texts</li> <li>• Flexible grouping</li> <li>• Compacting</li> <li>• Varying question levels</li> </ul>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Classroom participation</li> <li>• Unit Benchmark</li> <li>• Baseline Test</li> </ul>	