

Boonton School District

Course Title:	Social Studies	Grade Level(s):	1		
Curriculum Area / Level:	Social Studies	Credits:	N/A		
Course prerequisites and/or co-requisites:	N/A				
Course Description:	The first grade social studies curriculum encompasses fundamental concepts about government, citizenship, geography, economics and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of our American heritage.				
Created by:	Tracy Lynn Paulozzo	Date:	7-1-16	BOE Approval:	9/26/16
District Equity Statement:	As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.				

Division of Umbrella & Mini Units

**Umbrella Unit 1 Topic / Name:
Civics, Government, and Human Rights**

**Mini Unit(s)
1A. Rules and Laws**

**Umbrella Unit 2 Topic / Name:
Geography, People, and the Environment**

**Mini Unit(s)
2A. Where People Live**

**Umbrella Unit 3 Topic / Name:
Economics, Innovations, and Technology**

**Mini Unit(s)
3A. Meeting People
3B. The Marketplace**

**Umbrella Unit 4 Topic / Name:
History, Culture, and Perspectives**

**Mini Unit(s)
4A. We Love Our Country
4B. Our Changing World**

UMBRELLA UNIT 1	
Title:	Civics, Government, and Human Rights
Duration:	6 weeks
Essential Questions:	<ul style="list-style-type: none"> ● Why should we follow rules? ● How do laws help communities? ● How do community leaders help people? ● How do government services help us? ● How can you show respect for the rights of others?
Summative Assessments: (Assessment at the end the learning period)	Unit 1 Test
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Observation ● Participation ● Discussion ● Lesson review ● Skills practice
Differentiation:	Adjustments can be made within each lesson and assessment to reach the needs of all learners (below level, on level, above level, English language learners, special needs, and advanced) Ex: writing assessment, unit project and literature based work
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
8.1.2.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

<p>8.1.2.D.1 8.1.2.E.1 8.2.2.D.5</p>	<p>Develop an understanding of ownership of print and nonprint information. Use digital tools and online resources to explore a problem or issue. Identify how using a tool (such as a bucket or wagon) aids in reducing work</p>
<p>21ST CENTURY LIFE AND CAREER (STANDARD 9)</p>	
<p>CPI #</p>	<p>CUMULATIVE PROGRESS INDICATOR (CPI)</p>
<p>9.1.4.A.1 9.1.4.F.2 9.1.4.G.1 9.2.4.A.1 9.2.4.A.3 9.2.4.A.4</p>	<p>Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. Describe how valuable items might be damaged or lost and ways to protect them. Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

MINI UNIT 1A	
Title:	Rules and Laws
Duration:	6 weeks
Overview:	Children will learn about rules and laws as they apply them at school and in the community. They will learn that we each have a responsibility to treat others with respect and that being a good citizen depends on respecting laws and the rights of others.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
That rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good	6.1.4.A.1
That 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	6.1.4.A.11
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Demonstrate an understanding of rules by following most classroom routines	6.1.P.A.1
Demonstrate responsibility by initiating simple classroom tasks and jobs	6.1.P.A.2
Demonstrate appropriate behavior when collaborating with others	6.1.P.A.3
Compare and contrast how government functions at the community, county, state, and national levels	6.1.4.A.8
Describe how the actions of Dr. Martin Luther King, Jr.	6.1.4.A.10

<p>and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations</p>	
<p>Essential Outcomes - Upon completion of this course students will understand (conceptual):</p>	<p>Alignment to Standards</p>
<p>How “fairness”, “equality”, and the “common good” have influenced new laws and policies over time at the local and national levels of United States government</p>	<p>6.1.4.A.3</p>
<p>How the United States functions as a representative democracy</p>	<p>6.1.4.A.7</p>
<p>Resources Mini Unit 1A:</p>	<p>Maps, globe, unit vocabulary, internet resources, graphic organizers, literature</p>

UMBRELLA UNIT 2	
Title:	Geography, People, and the Environment
Duration:	6 weeks
Essential Questions:	<p>How can a map help you find places?</p> <p>What kinds of land and water does the United States have?</p> <p>How does where people live affect their shelter and transportation?</p> <p>How do people use and save resources?</p> <p>How does weather affect people?</p>
Summative Assessments: (Assessment at the end the learning period)	Unit 2 test
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Observation ● Participation ● Discussion ● Lesson review ● Skills practice
Differentiation:	<p>Adjustments can be made within each lesson and assessment to reach the needs of all learners (below level, on level, above level, English language learners, special needs, and advanced)</p> <p>Ex: writing assessment, unit project and literature based work</p>
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
8.1.2.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes,

<p>8.1.2.D.1 8.1.2.E.1 8.2.2.D.5</p>	<p>schools, or countries using various media formats such as online collaborative tools, and social media. Develop an understanding of ownership of print and nonprint information. Use digital tools and online resources to explore a problem or issue. Identify how using a tool (such as a bucket or wagon) aids in reducing work</p>
<p>21ST CENTURY LIFE AND CAREER (STANDARD 9)</p>	
<p>CPI #</p>	<p>CUMULATIVE PROGRESS INDICATOR (CPI)</p>
<p>9.2.4.A.1 9.2.4.A.3 9.2.4.A.4</p>	<p>Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

MINI UNIT 2A	
Title:	Where People Live
Duration:	6 weeks
Overview:	Children will learn how to use maps to find many places on Earth. In addition, they will learn what different places are like and how a place can affect the way people live.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How human interaction impacts the environment in New Jersey and the United States	6.1.4.B.5
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Compare and contrast information that can be found on different types of maps and determine how the information may be useful	6.1.4.B.1
Compare ways people choose to use and distribute natural resources	6.1.4.B.8
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How landforms, climate, weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States	6.1.4.B.4
Resources Mini Unit 2A:	Maps, globe, unit vocabulary, internet resources, graphic organizers, literature, weather related tools

UMBRELLA UNIT 3	
Title:	Economics, Innovations, and Technology
Duration:	12 weeks
Essential Questions:	<p>How have Native Americans affected our culture?</p> <p>How have immigrants added to our culture?</p> <p>What can folktales tell you about cultures?</p> <p>How do people celebrate their cultures?</p> <p>How do families meet their needs?</p> <p>Why are goods and services imported?</p> <p>What kinds of jobs do people do?</p> <p>Why do people buy and sell?</p> <p>How are goods made in a factory?</p>
Summative Assessments: (Assessment at the end the learning period)	<p>Mini-unit quizzes</p> <p>Unit 3 test</p>
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Observation ● Participation ● Discussion ● Lesson review ● Skills practice
Differentiation:	<p>Adjustments can be made within each lesson and assessment to reach the needs of all learners (below level, on level, above level, English language learners, special needs, and advanced)</p> <p>Ex: writing assessment, unit project and literature based work</p>
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.3	Use digital devices to create stories with pictures, numbers, letters and words.

8.1.2.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home, and work.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
8.2.2.C.2	Create a drawing of a product or device that communicates its function to peers and discuss.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.1.4.A.2	Identify potential sources of income.
9.1.4.A.3	Explain how income affects spending and take-home pay.
9.1.4.B.1	Differentiate between financial wants and needs.
9.1.4.B.5	Identify ways to earn and save.
9.1.4.D.1	Determine various ways to save.
9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

MINI UNIT 3A	
Title:	Meeting People
Duration:	6 weeks
Overview:	Children will learn how people in the United States are different, as well as how they are alike. They will also learn more about the first Americans, the Native Americans.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Why some locations in New Jersey and the United States are more suited for settlement than others	6.1.4.B.7
How creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods	6.1.4.C.16
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Describe how human interaction impacts the environment in New Jersey and the United States	6.1.4.B.5
Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world	6.1.4.C.18
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
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	6.1.4.B.4

How the development of different transportation systems impacted the economics of New Jersey and the United States

6.1.4.C.15

Resources Mini Unit 3A:

Maps, globe, unit vocabulary, internet resources, graphic organizers, literature, various communication tools

MINI UNIT 3B	
Title:	The Marketplace
Duration:	6 weeks
Overview:	Children will learn about markets, things people want, and the work that people do. They will also find out how people use money and why.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The role of specialization in the production and exchange of goods and services	6.1.4.C.5
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations	6.1.4.C.2
Compare and contrast how the availability of resources affects people across the world differently	6.1.4.C.9
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Apply opportunity cost (i.e. choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities	6.1.4.C.1
The role and relationship among households, businesses, laborers, and governments within the economic system	6.1.4.C.6
Resources Mini Unit 3B:	Maps, globe, unit vocabulary, internet resources, graphic organizers, literature

UMBRELLA UNIT 4	
Title:	History, Culture, and Perspectives
Duration:	12 weeks
Essential Questions:	<p>What are the Declaration of Independence and the United States Constitution?</p> <p>What is the Pledge of Allegiance?</p> <p>Why are our country's symbols important?</p> <p>Why do we have national holidays?</p> <p>How are the lives of people today different from the lives of people long ago? How are they the same?</p> <p>What were schools like long ago?</p> <p>What can happen to communities over time?</p> <p>How has transportation changed over time?</p>
Summative Assessments: (Assessment at the end the learning period)	<p>Mini-unit quizzes</p> <p>Unit 4 test</p>
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Observation ● Participation ● Discussion ● Lesson review ● Skills practice
Differentiation:	<p>Adjustments can be made within each lesson and assessment to reach the needs of all learners (below level, on level, above level, English language learners, special needs, and advanced)</p> <p>Ex: writing assessment, unit project and literature based work</p>
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.2.A.1 8.1.2.A.3 8.1.2.A.4	<p>Identify the basic features of a digital device and explain its purpose.</p> <p>Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera,</p>

8.1.2.C.1	tablet, Internet, mouse, keyboard, and printer). Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home, and work.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
8.2.2.C.2	Create a drawing of a product or device that communicates its function to peers and discuss.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

MINI UNIT 4A	
Title:	We Love Our Country
Duration:	6 weeks
Overview:	Children will learn that our country's symbols, heroes, and holidays represent the people who live here and the values we hold. They will also learn about special places called landmarks.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The role of historical symbols, monuments, and holidays and how they affect the American identity	6.1.4.D.17
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Relate key historical documents to present day government and citizenship	6.1.4.D.5
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How key events led to the creation of the United States and the state of New Jersey	6.1.4.D.4
How the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin contributed toward the development of the United States government	6.1.4.D.6
Resources Mini Unit 4A:	Maps, globe, unit vocabulary, internet resources, graphic organizers, literature

MINI UNIT 4B	
Title:	Our Changing World
Duration:	6 weeks
Overview:	Children will compare and contrast everyday life in different times and places. As they do, they will discover that some things change while some things stay the same.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered	6.1.4.D.2
How various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices	6.1.4.D.15
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Determine how local and state communities have changed over time, and explain the reasons for changes	6.1.4.D.11
Explain how an individual's beliefs, values, and traditions may reflect more than one culture	6.1.4.D.18
Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present	6.1.4.D.16
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How culture is expressed through and influenced by the behavior of people	6.1.4.D.13

Why it is important to understand the perspectives of other cultures in our interconnected world	6.1.4.D.20
Resources Mini Unit 4B:	Maps, globe, unit vocabulary, internet resources, graphic organizers, literature

Board of Education Adoption Date: 09/26/2016