

1st Grade Social Studies Pacing Guide

Grade 1 / Social Studies/ Unit #1 & 2			
Time Frame	Content Focus	Skill Focus	Standards
Sept/ Oct	Unit 1-Communities	<u>Demonstrate</u> an understanding of rules by following most classroom routines.	6.1.P.A.1
		<u>Demonstrate</u> responsibility by initiating simple classroom tasks and jobs.	6.1.P.A.2
		<u>Comparing & contrasting</u> roles and responsibilities of the branches of government.	6.1.4.A.3
		<u>Explain</u> how 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
		<u>Determine</u> 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.	6.1.4.A.3
		<u>Explain</u> 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.	6.1.4.A.11
		<u>Identify</u> actions that are unfair or discriminatory, such as bullying, and propose solutions to address	6.3.4.D.1

		such actions.	
Sept/ Oct	Unit 2- Sense of Self and Diversity	Demonstrate appropriate behavior when collaborating with others.	6.1.P.A.3
		Describe characteristics of oneself, one’s family, and others.	6.1.P.D.1
		Demonstrate an understanding of family roles and traditions.	6.1.P.D.2
		Express individuality and cultural diversity (e.g., through dramatic play).	6.1.P.D.3
		Learn about and respect other cultures within the classroom and community.	6.1.P.D.4
		Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	6.1.4.D.16

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● Vocabulary assessment with QR codes or Kahoot! ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Class discussion ● Create a poster to illustrate the elements of a community and citizenship ● Create a poster showing classroom, family or school rules and verbally present the work. ● Create Friendship heart after reading Chrysanthemum. ● Practice fire safety drills ● Write or draw a book or poster titled “All About Me”

	<ul style="list-style-type: none"> ● Participate in games celebrating differences. ● Design a friendship quilt ● Create a classroom book on ways to show acceptance and tolerance.
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> ● Scholastic News ● Leveled Guided Reading books ● HIB packets 	<ul style="list-style-type: none"> ● Smartboard/computers ● Level appropriate trade books ● <u>No David</u> ● <u>Chrysanthemum</u> ● <u>Lily's Purple Purse</u> ● <u>What is a Community?</u> ● <u>What makes a good citizen?</u> ● <u>The Brand New kid</u> ● <u>Different like me</u> ● <u>We are the same, We are Different</u> ● Related videos

Unit 1 Appendix

Grade 1 / Social Studies/ Unit #3 & 4			
Time Frame	Content Focus	Skill Focus	Standards

Sept/ Oct	Unit 3-Families and Traditions	<u>Describe</u> characteristics of oneself, one’s family, and others.	6.1.P.D.1
		<u>Summarize</u> reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	6.1.P.D.2
		<u>Evaluate</u> the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.	6.1.P.D.3
		<u>Explain</u> how key events led to the creation of the United States and the state of New Jersey.	6.1.P.D.4
		<u>Compare and contrast</u> responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	6.1.4.A.9
		<u>Describe</u> the process by which immigrants become citizens.	6.1.4.A.13
		<u>Explain</u> the role of historical symbols, monuments, and holidays and how they affect the American identity.	6.1.4.D.17
		<u>Explain</u> how an individual’s beliefs, values, and traditions may reflect more than one culture.	6.1.4.D.18
		<u>Explain</u> how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	6.1.4.D.19
Jan/ Feb	Unit 4- Natural Resources	<u>Describe</u> how human interaction impacts the environment in New Jersey and the United States	6.1.4.B.5

		<u>Distinguish</u> between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	6.1.4.C.2
		<u>Describe</u> how supply and demand influence price and output of products.	6.1.4.C.4
		<u>Compare and contrast</u> how the availability of resources affects people across the world differently.	6.1.4.C.9

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● Vocabulary assessment with QR codes or Kahoot! ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Class discussion ● Write and illustrate an oral presentation about individual family traditions ● Create a craft that illustrates a family tradition ● Create a poster, diorama or piece of art with reused trash ● Trace, color, cure and complete a booklet titled “How I can protect the Earth” ● Generate a class list of ways to be proactive in saving the earth ● Select a natural resource and illustrate and or write how it is used and how we can protect it. ● Plant a tree ● Take a nature walk and clean up trash
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> ● Scholastic News ● Leveled Guided Reading books ● Nonfiction books on Earth Day, Recycling and natural 	<ul style="list-style-type: none"> ● Smartboard/computers/Ipads ● Level appropriate trade books ● Bookflix

resources	<ul style="list-style-type: none"> ● Holiday Books ● <u>Christmas Around the World</u> ● <u>My First Kwanzaa Book</u> ● <u>Celebrating Chinese New Year</u> ● <u>Holidays around the world</u> ● Dr Seuss Books ● Fern Gully DVD (about rainforests)
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Unit 3 &4 Appendix

Grade 1 / Social Studies/ Unit # 5, 6 & 7			
Time Frame	Content Focus	Skill Focus	Standards
Mar/ Apr	Unit 5- Past and Present	<u>Explain</u> how 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
		<u>Explain</u> how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.	6.1.4.A.2

		Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).	6.1.4.A.9
		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.	6.1.4.A.10
		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.	6.1.4.A.11
		Explain the process of creating change at the local, state, or national level.	6.1.4.A.12
		Describe how culture is expressed through and influenced by the behavior of people.	6.1.4.D.13
		Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	6.1.4.D.16
		Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	6.1.4.D.17
		Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	6.1.4.D.19

		<u>Describe</u> why it is important to understand the perspectives of other cultures in an interconnected world.	6.1.4.D.20
Mar/ Apr	Unit 6- Geography & Maps	<u>Develop</u> an awareness of the physical features of the neighborhood/community.	6.1.P.B.1
		<u>Identify, discuss, and role-play</u> the duties of a range of community workers	6.1.P.B.2
		<u>Compare and contrast</u> information that can be found on different types of maps and determine how the information may be useful.	6.1.4.B.1
		<u>Describe</u> how human interaction impacts the environment in New Jersey and the United States.	6.1.4.B.5
		<u>Compare and contrast</u> characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.	6.1.4.B.6
		<u>Explain</u> why some locations in New Jersey and the United States are more suited for settlement than others.	6.1.4.B.7

		<u>Explain</u> how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	6.1.4.D.19
		<u>Describe</u> why it is important to understand the perspectives of other cultures in an interconnected world.	6.1.4.D.20
May	Unit 7- Needs & Wants	<u>Distinguish</u> between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	6.1.4.C.2
		<u>Explain</u> why incentives vary between and among producers and consumers.	6.1.4.C.3
		<u>Describe</u> how supply and demand influence price and output of products.	6.1.4.C.4
		<u>Explain</u> the role of specialization in the production and exchange of goods and services.	6.1.4.C.5
		<u>Describe</u> the role and relationship among households, businesses, laborers, and governments within the economic system.	6.1.4.C.6

		Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.	6.1.4.C.8
		Compare and contrast how the availability of resources affects people across the world differently.	6.1.4.C.9

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● Vocabulary assessment with QR codes or Kahoot! ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Class discussions ● Make an “I am thankful for” class book ● Read fiction and nonfiction books on topics ● Design a classroom banner or book for MLK Jr day ● Write one way that you are all the same and one way that you are different from others. ● Color a diversity picture in which one picture is drawn and colored in a single color and then redraw that exact picture using a variety of colors. ● Complete a Venn diagram on George Washington and Abraham Lincoln. ● Create a map of the community. ● Create a map of your bedroom showing the skills used in mapmaking. ● Use and interpret the features of a map. ● Create a treasure hunt using a detailed map. ● Analyze cut and sort picture into needs and wants ● Draw and color pictures of wants and needs ● Create poster, advertisement or commercial for good or services and goods they supply

Main Resources	Supplementary Resources
<ul style="list-style-type: none"> ● Scholastic News ● Leveled Guided Reading books ● Nonfiction books ● Maps4kids.com ● Kidsgeo.com 	<ul style="list-style-type: none"> ● Smartboard/computers/ Ipads ● Level appropriate trade books ● Bookflix ● Youtube for Martin Luther King Jr's "I have a dream" speech ● <u>The First Thanksgiving</u> ● <u>Arthur Meets the President</u> ● Hard copy maps and globes

Unit 5, 6 & 7 Appendix