

Curriculum Management System

SADDLE BROOK SCHOOL DISTRICT



Course Name: Social Studies

Grade: 1

Date: September 2016

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2220.

Board approved:
October 19, 2016

SADDLE BROOK SCHOOL DISTRICT

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Course Rationale

In today's world, students are faced with complex challenges that have global implications and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare students to become global citizens. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

Social studies provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. The curriculum fosters the development of students who:

- Are civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities
- Make informed decisions about local, state, national, and global events based on inquiry and analysis
- Consider multiple perspectives, value diversity, and promote cultural understanding
- Recognize the implications of an interconnected global economy
- Appreciate the global dynamics between people, places, and resources
- Communicate ideas by identifying a problem, developing a solution and sharing with others

Scope and Sequence

First Grade

Quarter I

Traditions, Culture, and Perspectives

4 weeks

- Columbus Day (New World)
- Halloween
- Veteran's Day
- Thanksgiving
- Diwali

Community and Self

6 weeks

- Class Rules
- School Community
- Anti-Bullying
- Merchants/Business
- Neighborhoods
- Voting in Local Government

Quarter II

Traditions, Culture, and Perspectives

5 weeks

- Cultural winter holidays
- Comparisons to other countries' traditions
- New Year's/Chinese New Year
- Martin Luther King Jr./Ruby Bridges

Civics and Government

6 weeks

- Local Government
- Service Projects
- Human rights
- Local, State, and National
- Fairness, equality, and "common good"
- Civic Responsibilities

Quarter III

Traditions, Culture, and Perspectives

5 weeks

- Groundhog Day
- Valentine's Day
- St. Patrick's Day
- Symbols
 - US Flag
 - Pledge of Allegiance,
 - Bald eagle
 - Liberty Bell
 - White House
 - Statue of Liberty
 - Washington Monument
 - Lincoln Memorial

Economics, Needs, and Wants

5 weeks

- Money/Bartering
- Saving/Debt
- Goods
- Distinguishing between needs and wants
- Community resources
- Scarcity (choices with limited resources)
- Opportunity Cost

Quarter IV

Traditions, Culture, and Perspectives

4 weeks

- Flag Day
- Earth Day
- Memorial Day
- Independence Day

Geography and Environment

5 weeks

- Continents
- Bodies of Water
- Parts of the Map (compass rose, title, scale, key)
- Seasons
- Human effect on the environment

Unit Plans

First Grade

Traditions, Cultures, and Perspectives

Timeline: 4-5 weeks each MP

Enduring Understandings:

- The United States has many symbols, monuments, and holidays that identify us as a nation.
- Culture includes traditions and beliefs that are accepted and adopted by a group of people.
- Different cultures have norms and views different from other cultures.
- Prejudice and stereotyping creates conflict in society.
- Holidays help us remember and understand our past.
- The United States of America has certain symbols that represent our country.

Essential Questions:

- How do we show respect for others and why is it important to show respect for others?
- How have families changed over time?
- How have the actions of people in our past history affected our present?
- What is the significance of our American holidays and symbols?
- How does diversity make our world a better place?

Community and Self

Timeline: 6 weeks

Enduring Understandings

- Citizenship begins with becoming a contributing members of the classroom community.
- Everyone is part of a larger neighborhood and community.
- Individuals and families have unique characteristics.
- There are many different cultures within the classroom and community.
- Treating all members of the community equally and with fairness is morally correct.
- All communities need rules.
- Rules help us resolves conflict.
- Societies require rules, laws, and government.

Essential Questions:

- Who am I within my community and what makes me special?
- Why is our classroom community important?
- Why should we acknowledge and celebrate all diversity within our community (school and overall)?
- How can I respect the people around me?
- How do we make good choices in how we treat others?
- Why do we need rules in our classroom?
- How can rules in our classroom help solve problems?
- What is the role of the leader in our classroom and school?
- How can I make school a better place?

Civics and Government

Timeline: 6 weeks

Enduring Understandings:

- Citizenship begins with becoming a member of the classroom community.
- Everyone is part of a larger neighborhood and community.
- There are many different cultures within the classroom and community.
- All communities need rules to operate the best.
- Our society requires that we have rules, laws, and a government.
- Students learn from their family, classmates/teachers, and communities.
- There are many leaders in our town/community that help us.
- We all give something to our community.
- Service projects help make our community better.

Essential Questions:

- Why do we need rules in our society?
- How can rules help us to resolve conflict/problems?
- What is the role of a leader and or an authority figure?
- What are my rights as a member of my classroom community and town?
- How can I help make my school a better place?
- How can I help make my community and world a better place?
- What is the difference between power and authority?

Economics: Needs/Wants

Timeline: 5 weeks

Enduring Understandings:

- All people make decisions in life based on needs and wants.
- We all have “needs” and “wants”
- Needs vary on their significance to one’s life survival.
- Money is used to purchase necessities and things we want.
- Saving money is a way to afford things that we may need and things we may want.

Essential Questions:

- In what ways are personal decisions influenced by political factors?
- Why do we only have some things in life rather than getting everything we want?
- How do families satisfy needs and wants?
- How can we make good choices with limited resources?
- Why do we need money to pay for goods and services?

Enduring Understandings:

- The world is a big place with many different kinds of land formations, bodies of water, seasons, and communities.
- Geographic tools help us to understand our earth and environment.
- A map is used to identify where different places are and what landforms exist.
- Places are characterized by physical and human properties.
- Our environment can be endangered by human activities.
- Our country and world has rural and urban areas, each of which has different environmental characteristics and needs.
- Our earth provides us with natural resources needed for survival.

Essential Questions:

- What can maps, globes, and other geographic tools tell us about places and their characteristics?
- What is the geography of my neighborhood?
- How do the climate and geography affect my daily life?
- Why do humans depend on the earth?
- How do humans affect the earth?
- What can we do to protect our Earth?