

## Pine Hill Public Schools Curriculum

Content Area:	<b>Social Studies</b>		
Course Title/ Grade Level:	<b>Grade 1</b>		
Unit 1:	<b>Civil Responsibility</b>	Duration:	<b>4 weeks</b>
Unit 2:	<b>Culture</b>	Duration::	<b>4 weeks</b>
Unit 3:	<b>Global Challenges</b>	Duration:	<b>4 weeks</b>
Date Created or Revised:	August 21, 2018		
BOE Approval Date:			

Pine Hill Public Schools Curriculum	
<b>Unit Title: Civil Responsibility</b>	<b>Unit #: 1</b>
<b>Course or Grade Level: Grade 1</b>	<b>Length of Time: 4 weeks</b>
<b>Pacing</b>	one month
<b>Essential Questions</b>	Why do we have rules & laws; and what would happen if we didn't? What is bullying? How do you solve conflicts?
<b>Content Statement(s)</b>	Rules and laws are developed to protect people's rights and the security and welfare of society. Demonstrate understanding of democratic values and processes. Make informed and reasoned decisions. Prejudice and discrimination can be obstacles to understanding other cultures.
<b>Skills</b>	<p><b>Chronological Thinking:</b> Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p><b>Spatial Thinking:</b> Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p> <p><b>Critical Thinking:</b> Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p><b>Presentation Skills:</b> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</p>
<b>Assessments</b>	Formal assessments - tests, quizzes, rubrics, teacher observation, anecdotal records, class assignments Summative assessments - projects, open ended questions, oral responses
<b>Interventions / differentiated instruction</b>	Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc. Note-taking organizers Direct Instruction Small Group Instruction Cooperative Learning

	Mnemonic Devices Smart Board Activities
<b>Inter-disciplinary Connections</b>	ELA - Reading informational texts, written responses to inquiries Science - 1-ESS1-2 Health - 2.1.2.E (conflict resolution) Math - 1MDC (Timelines & charts) Art/Music - 1.2.2.A.1 Technology - 8.1.2.A.2 (creating documents using computers)
<b>Lesson resources /Activities</b>	Student textbooks Teacher made resources (notes, handouts, projects) Websites/videos Media center

### New Jersey Student Learning Standards 2014

**Standard(s):**

6.1 U.S. History: America in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

**Strand(s):** A. Civics, Government, and Human Rights; B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

**CPI # / CPI(s):**

6.1.4.A.1 Explain 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.11 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.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present  
6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).  
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### 21<sup>st</sup> Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	---	---	--	----------------	--	-----------------

#### 21<sup>st</sup> Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<b>Strand:</b> A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and	<b>Content Statement:</b> Select and use applications effectively and productively.	<b>Indicator:</b> 8.1.2.A.2 Create a document using a word processing application
---	--	--

<p>operations.</p> <p><b>B. Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p><b>C. Communication and Collaboration:</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p><b>E: Research and Information Fluency:</b> Students apply digital tools to gather, evaluate, and use information.</p>	<p>Create original works as a means of personal or group expression.</p> <p>Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>Plan strategies to guide inquiry.</p>	<p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>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> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>
---	---	--

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Culture</b>		<b>Unit #: 2</b>
<b>Course or Grade Level: Grade 1</b>		<b>Length of Time: 4 weeks</b>
<b>Pacing</b>	one month	
<b>Essential Questions</b>	What is culture? What is the importance of understanding cultural diversity? What qualities make cultures unique? How does culture shape the way we see the world, others, and ourselves? How does culture influence family life? What causes cultures to change over time?	
<b>Content Statement(s)</b>	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. The world is comprised of nations that are similar to and different from the United States. Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. Cultures struggle to maintain traditions in a changing society. Prejudice and discrimination can be obstacles to understanding other cultures. Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.	
<b>Skills</b>	<p><b>Chronological Thinking:</b> Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p><b>Spatial Thinking:</b> Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p> <p><b>Critical Thinking:</b> Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p><b>Presentational Skills:</b> Select and analyze information from a variety of sources to present a</p>	

	reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).
<b>Assessments</b>	Formal assessments - tests, quizzes, rubrics, teacher observation, anecdotal records, class assignments Summative assessments - projects, open ended questions, oral responses
<b>Interventions / differentiated instruction</b>	Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc. Note-taking organizers Direct Instruction Small Group Instruction Cooperative Learning Mnemonic Devices Smart Board Activities
<b>Inter-disciplinary Connections</b>	ELA - Reading informational texts, written responses to inquiries Science - 1-ESS1-2B Health - 2.1.2.E (conflict resolution) Art/Music - 1.2.2.A.1 (Photos during civil rights movement) Math - 1MDC (Timelines & charts) Technology - 8.1.2.A.2 (creating documents using computers)
<b>Lesson resources / Activities</b>	Student textbook/atlasses Teacher made resources (notes, handouts, projects) Websites/videos

### New Jersey Student Learning Standards 2014

**Standard(s):**

6.1 U.S. History: America in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

**Strand(s):** A. Civics, Government, and Human Rights; B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

**CPI # / CPI(s):**

- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.15 Explain 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.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

### 21<sup>st</sup> Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	---	---	--	----------------	--	-----------------

21 <sup>st</sup> Century Skills							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.							
<b>Strand:</b> A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.		<b>Content Statement:</b> Select and use applications effectively and productively.  Create original works as a means of personal or group expression.  Develop cultural understanding and global awareness by engaging with learners of other cultures.  Plan strategies to guide inquiry.		<b>Indicator:</b> 8.1.2.A.2 Create a document using a word processing application  8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.  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.E.1 Use digital tools and online resources to explore a problem or issue.			

Pine Hill Public Schools Curriculum	
<b>Unit Title: Global Challenges</b>	<b>Unit #: 1</b>
<b>Course or Grade Level: Grade 1</b>	<b>Length of Time: 4 weeks</b>
<b>Pacing</b>	one month
<b>Essential Questions</b>	What are some global challenges? What are some possible solutions to global challenges? How can service projects help make a difference? What are some common concerns across countries?
<b>Content Statement(s)</b>	.Advancements in science and technology can have unintended consequences that impact individuals and/or societies. Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
<b>Skills</b>	<b>Chronological Thinking:</b> Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time. <b>Spatial Thinking:</b> Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic

	and political systems. <b>Critical Thinking:</b> Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). <b>Presentation Skills:</b> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).
<b>Assessments</b>	Formal assessments - tests, quizzes, rubrics, teacher observation, anecdotal records, class assignments Summative assessments - projects, open ended questions, oral responses
<b>Interventions / differentiated instruction</b>	Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc. Note-taking organizers Direct Instruction Small Group Instruction Cooperative Learning Mnemonic Devices Smart Board Activities
<b>Inter-disciplinary Connections</b>	ELA - Reading informational texts, written responses to inquiries Science - K-2-ETS1-1B (global challenges & solutions) Health - 2.1.2.E (conflict resolution) Math - 1MDC (Timelines & charts) Art/Music - 1.2.2.A.1 Technology - 8.1.2.A.2 (creating documents using computers)
<b>Lesson resources /Activities</b>	Student textbooks Teacher made resources (notes, handouts, projects) Websites/videos Media center

### New Jersey Student Learning Standards 2014

**Standard(s):**

6.1 U.S. History: America in the World: 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 decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

**Strand(s):** A. Civics, Government, and Human Rights; B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

**CPI # / CPI(s):**

6.1.4.B.8 Compare ways people choose to use and distribute natural resources.

6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

#### 21<sup>st</sup> Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	---	---	--	----------------	--	-----------------

#### 21<sup>st</sup> Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**8.2 Technology Education, Engineering, Design, and Computational Thinking** - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

<b>Strand:</b>	<b>Content Statement:</b>	<b>Indicator:</b>
<p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.</p> <p>B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</p>	<p>Select and use applications effectively and productively.</p> <p>Create original works as a means of personal or group expression.</p> <p>Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>Plan strategies to guide inquiry.</p> <p>The relationships among technologies and the connections between technology and other fields of study.</p> <p>The cultural, social, economic and political effects of technology.</p> <p>The effects of technology on the environment.</p>	<p>8.1.2.A.2 Create a document using a word processing application</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>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> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.A.1 Define products produced as a result of technology or of nature.</p> <p>8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.</p> <p>8.2.2.B.1 Identify how technology impacts or improves life.</p> <p>8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.</p>