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Cliffside Park Public Schools

GRADE: 1

First Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: December/January/February

Chapter Two: Work in the Community

- Lesson 1: What we need, what we want
- Lesson 2: Why we make choices
- Lesson 3: Goods and services
- Lesson 4: Buying and selling
- Lesson 5: Spending and saving
- Lesson 6: Jobs people do

Chapter Three: Looking at our World

- Lesson 1: Where things are located
- Lesson 2: Maps and Globes
- Lesson 3: Land and water
- Lesson 4: Continents and Oceans
- Lesson 5: Our Environment
- Lesson 6: Getting from here to there

Resource: My World Social Studies--Making Our Way 2013

Learning Objective:

Chapter Two



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- Define needs and wants and identify that each individual has basic human needs and different wants
- Explain that wants can vary in different environments
- Describe ways people meet their needs and wants
- Explain that people must make choices because they cannot have everything they want
- Identify examples of scarcity
- Define opportunity cost as a trade-off, or giving up one thing to get another
- Explain that goods are things that people make or grow
- Explain that services are actions people do for others
- Distinguish between goods and services
- Provide examples of goods and services at home, at school, in the community, and in the government
- Explain how people can trade to obtain goods and services
- Explain that people exchange goods and services to get things they need and want
- Distinguish between producers and consumers
- Explain that people can be both producers and consumers of goods and services
- Identify markets as places where people sell goods
- Describe how markets operate
- Identify and name a variety of jobs workers do in their home, school, and community
- Explain that people work for many reasons
- Explain that specialized jobs require different knowledge and skills
- Identify jobs done to earn money and jobs done voluntarily

Chapter Three

- Recognize that maps can be used to locate and identify places
- Identify and describe the relative location of places in the school and community
- Locate and identify places on a map
- Explain that maps are simple representations and globes are models of places on Earth
- Explain that maps are used to show large and small places
- Describe how to use maps and globes to locate places
- Identify physical and human features on maps and globes
- Differentiate between physical features and human features



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- Use vocabulary terms related to geographic features
- Describe and differentiate between landforms and bodies of water
- Use photographs and pictures to describe a place
- Locate and identify continents and oceans on maps and globes
- Locate and identify countries in North America
- Identify natural resources and how people are dependent on them
- Differentiate between natural resources and human made products
- Explain how weather and location affect how people live
- Identify ways people can care for Earth's resources
- Describe how communication and transportation link communities
- Explain that people and goods move from place to place using different methods of transportation
- Explain that people in different places are connected through communication
- Distinguish people as buyers, sellers, or producers of goods and services

Duration: December, January, February

Essential Questions?:

- **Chapter Two**
- How do people get what they need?
- **Chapter Three**
- What is the world like?

Enduring Understandings:

- **Chapter Two**
- People have different needs and wants and have to make choices about them
- The value of the thing you are giving up is the opportunity cost



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- Using money is easier for making exchanges than trading and bartering
- People work to make goods or provide services that other people want to buy
- People are both producers and consumers of goods and services
- Money can be saved in a bank to spend at a later time
- **Chapter Three**
- Maps are simple representations and globes are models of places on Earth
- The world is made up of different physical features such as landforms and bodies of water
- Humans interact with and have an impact on the environment, and the environment affects how and where people live
- Communication and transportation connect people and places
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2014 New Jersey Career Ready Practices

6.1.1.B.4 6.1.1.B.5 6.1.1.B.7 6.1.1.D.16

6.1.1.B.1 6.1.1.B.2 6.1.1.B.3 6.1.1.B.10 6.1.1.D.6 6.1.1.D.17

Technology:

- **8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **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.

Active Citizenship: 6.3.4.A.1, 6.3.4.A.2, 6.3.4.A.3, 6.3.4.A.4, 6.3.4.B.1, 6.3.4.C.1, 6.3.4.D.1

Interdisciplinary Connections:

- Create a list of ways that money can be used for a positive cause



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- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Music:

- Song: Trucks and Buses
- Song: Show You Care

Technology:

<http://exchange.smarttech.com/search.html>

<http://www.eduplace.com/ss/maps/usa.html>

<http://www.pearsonsuccessnet.com/>

<http://www.nationalgeographic.com/>

<http://www.enchantedlearning.com/>

www.brainpopjr.com

Language Arts Literacy:

- A-Z books
- Macmillan-McGraw-Hill (2003) Reading text and Leveled Books
- Time for Kids Authentic Literature List (appendix)

A-Z BOOKS: -

LEVELED READER DATABASE: Maps and Globes (Bari) Help the Forest (Crosby) People Help the Forest (Crosby) Earth: How Can I Help? (Luciano) Celebrations (Wong) The President's Promise (Elliott) A Boy Named Martin (Townsend)



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Country Places (Level “D”), In the Mountains (Level “E”), Earth’s Water (Level H”), Land and Water (Level “I”), Childhood Stories of George Washington (Level “I”), Riding with Rose Parks (Level “J”), Barack Obama (Level “K”)

Cultural/Holidays:

- Observe Celebrations (Hanukkah, Christmas, Kwanzaa, New Year's) - Compare and contrast winter holidays around the world. Create symbols for each holiday.
- Observe Martin Luther King Day- Discuss how he was catalyst for social change. Create I have a dream posters.
- Observe Inauguration - New President; taking the Oath of Office
- Observe -Presidents’ Day - Remembrance of people and historical events.
- Observe Black History Month - Remembrance of people and historical events. (Read The Crayon Box that Talked by Shane Derolf and Michael Letzig and create a class crayon box. Read The Story Of Ruby Bridges by Robert Coles and George Ford, compare and contrast Ruby Bridges in First Grade and First Grade now. Watch Brainpop Jr video on Rosa Parks.
- Observe Chinese New Years - Celebrating peace and goodwill.

Current Events:

- Find current events to compare community, state, national & global challenges and solutions

Art:

- Needs and Wants poster (using magazines to sort)
- Rosa Park buses
- I have a dream poster

Tier 2 Vocabulary: identify, compare, understand, distinguish, clarify

Tier 3 Vocabulary:

- **Chapter Two**
- needs, wants, choice, scarce, goods, services, producer, consumer, market, job



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- **Chapter Three**
- map, globe, mountain, desert, ocean, lake, continent, reduce, reuse, recycle

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

Websites:

- <https://jr.brainpop.com/socialstudies/biographies/rosaparks/>
- SmartBoard

21st Century Themes and Skills:

(CRP Standards)

12 Career Ready Practices follow the link below.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

8.1 Educational Technology

Educational Technology: <http://www.state.nj.us/education/techno/>

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data



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<p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>8.1.5.A.5 Create and use a database to answer basic questions. 8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p> <p>8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used. 8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system. 8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints 8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. 8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.</p>
<p>Assessments and Performance Tasks:</p>	<p>Activities:</p> <ul style="list-style-type: none">• Display images of service workers. Describe their roles• Need and Wants Project• Design an advertisement for a market of their creation.• Identify different school workers. Discuss tools needed. • Learn names of 7 continents. Locate our country and state• Discuss landforms and bodies of water.• Identify differences between maps and globes.



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Assessments

- Chapter 2 & Chapter 3 Test
- Observation

Differentiation/Accommodations/Modifications *(Alternate Modes of Instruction and Support)*

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
Gifted and Talented Students will create a flowchart that examines	English Language Learners will draw pictures of producers and	Students with IEPs/504s will draw pictures of producers and	At-Risk Learners will draw pictures of producers and consumers within their town or community.



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<p>how food changes hands from a producer to a consumer.</p> <p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>consumers within their town or community.</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>consumers within their town or community.</p> <p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>
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Sources

New Jersey Department of Education: <http://www.state.nj.us/education/>

New Jersey Student Learning Standards: <http://www.state.nj.us/education/aps/cccs/ss/>



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Pearson, MyWorld Social Studies: <https://www.successnetplus.com/>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Educational Technology: <http://www.state.nj.us/education/techno/>