

Social Studies
First Grade

Domain: My School, My Community

Stage 1: Desired Results

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First Grade

Standards:

- 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.2 Explain 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.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 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.A.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- 6.1.4.A.16 Explain how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.3.4.A.1 Evaluate what makes a good rule or law.
- 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 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.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- RI.1.8 Identify the reasons an author gives to support points in a text.
- W.1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Essential Understandings:

- Citizens have rights and responsibilities as members of different groups.
- People can better cooperate when they respect authority and follow rules and laws.
- The role of government is to represent the citizens and provide services and protection.
- American symbols, monuments, and documents remind citizens of the importance of our country and government.

Content Skills (The students will...):

- Identify and describe the characteristics of good citizenship, such as helping others, following rules, and working well with others.
- Identify ways to contribute to the common good of a variety of groups in school and in the community.
- Demonstrate good citizenship in the school and in the community.
- Define responsibility and right.
- Identify and explain their responsibilities as a member of their family, classroom, and community.
- Identify and explain their rights and the choices that they make as a member of a family, classroom, and community.
- Explain the importance of cooperating, or working well together.
- Describe the rights and responsibilities of different social groups, both as a leader and as a member.
- Explain the importance of following rules.
- Explain how decisions can be made and how conflicts might be resolved in fair and just ways.
- Explain why rules and laws are necessary at home, at school, and in the community.
- Identify rules and laws at home, at school, and in the community.
- Explain the benefits of rules and laws at home, at school, and in the community.
- Explain why rules need to be fair.
- Explain why leaders are important.
- Identify and give examples of leaders in the family, in school, and in the community.
- Explain how leaders make and enforce rules, maintain order, and keep people safe.
- Identify and describe community, state, and national government.
- Explain how the government helps citizens and provides services.
- Identify and describe the meaning of American symbols, monuments, and songs.
- Identify and describe the purpose of

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Essential Questions:

- How do people best cooperate?
- How do you cooperate with classmates?
- How are you a good citizen at home and in your community?
- What is a right?
- Why do we follow rules?
- Why do people vote?
- How do leaders help you?
- What is a leader?
- What is a government?
- How do citizens show they care about our country?
- What is an example of a symbol?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students make a class book about citizenship that includes pictures showing how to follow rules, help others, show respect, solve problems, and work together

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on fact and opinion, writing responses and performance task
- Technology - publishing online book
- Visual Arts - illustrating class book
- Music - chapter song "You're a Grand Old Flag"

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skills - fact and opinion
- Collaboration and Creativity - resolve conflict
- Collaboration and Creativity - work in cooperative teams

Unit Resources

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Resources:

- Pearson My World Social Studies: Making Our Way, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers (*Eleanor Roosevelt; Eleanor Roosevelt, First Lady; Eleanor Roosevelt Speaks Out*)

Modifications:

- As per IEP
- See Appendix A

Domain: Work in the Community

Stage 1: Desired Results

Standards:

- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.8 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.9 Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Essential Understandings:

- 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.
- 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.

Content Skills (The students will...):

- Define needs and identify that each individual has basic human needs (food, clothing, shelter).
- Define wants and identify that each individual has 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 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.
- Explain that the purpose of money is to simplify the exchange of goods and services.
- Explain why people save money and identify the benefits of saving money.
- Explain that people use banks to save and borrow money.
- 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

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Essential Questions:

- How do people get what they need?
- What do we need?
- What does the words choice mean?
- What are goods?
- What are services?
- What does a producer do?
- What does a consumer do?
- What is a market?
- What do you use money to buy?
- What does the word save mean?
- What does the word borrow mean?
- What jobs do people do at home, school, and the community?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students play a game in which they make decisions about using money

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on the cause and effect relationship, writing responses and performance task
- Math - creating graphs, using money
- Technology - publishing online book
- Music - chapter song “Trucks and Buses”

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Tarket Reading Skill - cause and effect
- Graph Skills - creating charts and interpreting graphs

Unit Resources

Resources:

- Pearson My World Social Studies: Making Our Way, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers (*Marian Wright Edelman; Marian Wright Edelman: Helping Children and Families; Marian Wright Edelman: A Voice for Children*)

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Modifications:

- As per IEP
- See Appendix A

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Domain: Looking at Our World

Stage 1: Desired Results

Standards:

- 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.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe 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.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 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.D.14 Trace how the American identity evolved over time.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- 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.
- RI.1.2 Identify the main topic and retell key details of a text.
- W.1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Essential Understandings:

- 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.

Content Skills (The students will...):

- 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.
- 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.

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Essential Questions:

- What is the world like?
- What does a map show?
- How can maps and globes be useful for you?
- What are different types of landforms and bodies of water?
- What is a continent?
- On which continent do we live?
- What things on Earth help people to live?
- How is communication used?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students create an imaginary place using clay and other materials to show land, water, bridges, roads, and transportation

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on finding the main idea and supporting details, writing responses and online book
- Technology - publishing online book
- Visual Arts - clay model
- Music - chapter song "Show You Care"

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skills - main idea and details
- Map Skills - interpreting physical maps (cardinal directions, map symbols, and map keys)

Unit Resources

Resources:

- Pearson My World Social Studies: Making Our Way, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers (*Ernest Shackleton; Explorer Ernest Shackleton; Ernest Shackleton: Exploring the South Pole*)

Modifications:

- As per IEP
- See Appendix A

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Domain: Traditions We Share

Stage 1: Desired Results

Standards:

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10 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.12 Explain the process of creating change at the local, state, or national level.
- 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.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 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.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 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.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Essential Understandings:

- Families are alike and different.
- Culture is expressed in various ways.
- Celebrations and traditions are observed in different ways.
- Cultures around the world are different and alike in many ways.
- All cultures have a past and present.
- Our national holidays help us honor important people and events.
- We can learn about our nation's past and its culture through stories and folktalkes.

Content Skills (The students will...):

- Identify elements that make up culture, such as food, clothing, housing, language, religion, art, and music.
- Recognize that culture is influenced by environment and customs.
- Understand that individual cultures have contributed to our nation's culture.
- Understand that each person has a role within his or her family.
- Recognize that families have different customs and traditions.
- Recognize that families contribute to the culture in the community.
- Explain that celebrations are ways to honor special people and events.
- Recognize that families have different ways of celebrating.
- Recognize that cultural celebrations are alike in many ways.
- Identify different religious and secular celebrations associated with special days of diverse cultures.
- Explain that celebrations are ways to honor special people and events.
- Learn that our nation celebrates special days to remember and honor people and events from our nation's past.
- Explain the origin of national holidays, such as Martin Luther King, Jr. Day, Presidents' Day, Veterans Day, and Independence Day.
- Identify people, past and present, who are associated with our national holidays.
- Understand that stories from the past can be based on fact or fiction.
- Learn about America's past through folktales, myths, or legends.
- Identify and compare the traits of characters in folktales, myths, or legends.
- Learn that culture is all around us.
- Recognize varieties of family life and cultures.
- Explain that different cultures in the world have different foods, clothing languages, and homes.
- Explain that different cultures have different styles of dance, music, art, and dress.

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Essential Questions:

- How is culture shaped?
- What is a holiday?
- What do all cultures have?
- What are customs?
- How are families alike and different?
- What are our celebrations?
- What is a tradition?
- How do people celebrate holidays and other special days?
- Who is a hero?
- Why do we have national holidays?
- What is the difference between fact and fiction?
- How are children around the world different from each other? How are they similar?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students create a mural that features foods, clothing, decorations, music, and a variety of activities

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on comparing and contrasting, writing responses and performance task
- Technology - publish online book
- Visual Arts - mural
- Music - chapter song "Explore With Me"

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skill - compare and contrast
- Media and Technology Skills - using graphic sources and analyzing images

Unit Resources

Resources:

- Pearson My World Social Studies: Making Our Way, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers (*Abraham Lincoln; President Abraham Lincoln; Abraham Lincoln: Civil War President*)

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Modifications:

- As per IEP
- See Appendix A

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Domain: Our Past, Our Present

Stage 1: Desired Results

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Standards:

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10 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.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 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.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Essential Understandings:

- Communities are diverse and change over time.
- Communities are shaped by people's actions.
- People can use historical resources to draw conclusions about the past.
- Over time, changes in technology affect the way people live.
- Over time, some things change, and some things remain the same.

Content Skills (The students will...):

- Distinguish among different units of time, including days, weeks, months, and years.
- Use calendars and clocks to organize events in time.
- Use clocks and calendars to measure time.
- Use terms related to time to sequentially order events that have occurred in school, home, or community.
- Use terms related to time.
- Describe events in terms of time (past, present, future).
- Explain that history tells the story of people and events of past times.
- Describe two ways in which communities may change from the past to the present.
- Identify the tools and resources used to learn about history.
- Identify different types of primary sources.
- Explain the difference between primary and secondary sources.
- Learn about the lives and contributions of key figures in U.S. history.
- Identify people from the past who have demonstrated positive character traits such as honesty, courage, and responsibility.
- Recognize how key figures in U.S. history have been a part of important events.
- Learn about contributions local people make to the community or state.
- Compare daily life in the past and life today.
- Identify what has changed and what has stayed the same about basic human needs and ways in which they are met.
- Compare and contrast family structures of the past and present.
- Compare and contrast clothing and recreation of the past and present.
- Identify ways technology has been used in the past and present.
- Compare communication and transportation over time.
- Describe how technology has affected

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Essential Questions:

- How does life change throughout history?
- What is history?
- How do people keep track of time?
- How can you learn about the past?
- Who are some important people who lived in the past?
- What are some things that have changed from the past to the present?
- How has communication changed over time?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students create a mobile of how transportation and communication have changed over time.

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on sequencing, writing response and performance task
- Math - time
- Technology - publish online book
- Music - chapter song "All Across the Country"

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skill - sequence
- Critical Thinking Skills - using primary and secondary sources
- Graph and Map Skills - interpreting timelines

Unit Resources

Resources:

- Pearson My World Social Studies: Making Our Way, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers (*Sacagawea*; *Sacagawea: Guide to the West*; *Sacagawea: Trail Guide and Explorer*)

Modifications:

- As per IEP
- See Appendix A

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