



Suggested First Grade Social Studies Curriculum Framework

The instructional framework was created in order to provide a sample of how the 2020 New Jersey Students Learning Standards for Social Studies performance expectations may be organized and implemented in each grade to facilitate a progressive understanding of the content area. In first grade, the units may be taught in any order. It is encouraged to teach the units by infusing them into other content areas. Social Studies should not be confined only to the designated social studies time. These four instructional units work together to provide a comprehensive and engaging social studies curriculum for 1st grade students throughout the year. The units build upon each other, introducing foundational concepts and skills that help students understand their roles as individuals, community members, and global citizens. The first unit, "Our Community, Our Beliefs," introduces students to the purpose and importance of rules and laws in maintaining a safe and fair society. By exploring how rules reflect shared values and beliefs, students develop an understanding of their roles and responsibilities as members of various communities, from the classroom to the country. The second unit, "Our Government, Our Voices," builds on this foundation by introducing the role and function of government in making decisions for the common good. Students learn about different levels of government, how individuals can participate in the decision-making process, and the importance of inclusive and democratic practices. The third unit, "Our Environment, Our Choices," shifts the focus to geographic concepts and skills, such as using maps and globes to understand the Earth's features and the relationship between physical environments and human activities. By examining the production and exchange of goods and services, as well as global interconnections, students gain a broader perspective on the world around them. Finally, the fourth unit, "Our World, Our Future," delves into the global issue of climate change, encouraging students to investigate its impacts on different regions and express their thoughts and feelings about this pressing challenge. By the end of the year, 1st grade students will have a strong foundation in social studies, with a deep understanding of their roles as informed and engaged citizens in their communities and the world. They will be equipped with the knowledge, skills, and attitudes necessary to continue their social studies education in later grades and become active participants in shaping a more just and sustainable future.

Social Studies Practices

The social studies practices presented in the standards identify skills that social scientists and citizens need to successfully navigate the world around them. There are seven social studies practices or skills that can be organized into three categories: investigating, sensemaking, and communicating and taking action. These are skills that must be explicitly taught in the social studies classroom from kindergarten through twelfth grade, increasing in complexity and rigor each academic year.



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Social studies instruction should be driven by the development and acquisition of skills, also known as practices. The practices identify the skills students need to construct knowledge within the content area. These seven practices are embedded throughout the performance expectations and are integrated into the student learning objectives to demonstrate grade-appropriate implementation. In addition, we have provided standards-based activities in each unit to ensure the modeling and use of these explicit skills.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"><input type="checkbox"/> Developing questions and planning inquiry<input type="checkbox"/> Gathering and evaluating sources	<ul style="list-style-type: none"><input type="checkbox"/> Seeking diverse perspectives<input type="checkbox"/> Developing claims and using evidence	<ul style="list-style-type: none"><input type="checkbox"/> Presenting arguments and explanations<input type="checkbox"/> Engaging in civil discourse and critiquing conclusions<input type="checkbox"/> Taking informed action



1st Grade – Unit: Our Community, Our Beliefs

Rationale

This instructional unit introduces first grade students to key civic concepts around rules and authority, and how they are meant to reflect and maintain American values, such as acceptance, diversity and fairness. Connecting the purpose of rules to our shared values as Americans reinforces their purpose and lays an important foundation for students' understanding of their roles, rights and responsibilities as citizens.

As citizens, we are members of our school, town, state and country, which each reflects shared beliefs and ideals that are upheld through our rules and laws. By exploring what makes rules and laws effective, students gain insight into how rules promote safety, resolve conflicts fairly, and allow communities to function in an organized way. They learn to differentiate reasonable rules from unreasonable ones and recognize the necessity of rules in home, school, and public settings. When discussing rules, the issue of fairness and respecting others often arises. This creates the opportunity for students to reflect on how they feel when others follow the rules and are treated fairly. Feeling like a valued member of a community is an important part of being part of a democracy. By having students share their own unique identities and discuss how it strengthens the community as a whole reinforces how everyone plays an important role as citizens in their communities. Students can determine if their school community as represented by rules are reflective of America's democratic ideals and principles, such as unity, freedom, equality, diversity and justice/fairness. Students can build meaning around these abstract concepts by connecting them to national symbols and their historical meaning. For example, the American flag represents unity because it has a star representing every state. Students can then collectively create their own class community beliefs and select/draw corresponding symbols to visually represent the values that are important to them. Overall, the concepts, objectives, and activities in this unit provide first graders with an entry point into civic learning by establishing the reasons why rules and authority exist for the collective good and how those rules reflect the beliefs of the community.



Core Idea	Performance Expectation	Student Learning Objectives Students will be able to...
<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.</p>	<p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p>	<ul style="list-style-type: none"> List at least 3 characteristics of a good classroom rule, such as being clear, fair, and keeping everyone safe. Distinguish between reasonable and unreasonable rules by sorting example rules into two groups.
	<p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p>	<ul style="list-style-type: none"> Name at least two rules or laws followed at home, and explain with words or pictures why each one is important. Identify rules/routines/laws in the classroom, school and community that help students learn, and provide one example of how the it is helpful.
<p>Certain character traits can help individuals become productive members of their community.</p>	<p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>	<ul style="list-style-type: none"> Identify ways classmates are diverse (different languages, cultures, abilities, etc.) and describe how their differences make the class special. Reflect how it makes them feel when others acknowledge their unique identities.



Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.	<ul style="list-style-type: none">● Identify and describe their own family traditions and cultural practices.● Present objects that reflect the culture(s) student's identify with and explain their representation.
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.	<ul style="list-style-type: none">● Identify and name at least 3 prominent American national symbols (e.g. flag, bald eagle, statue of liberty).● Match American values like freedom, equality, and courage to the corresponding national symbol that reflects that value.

Compelling & Supporting Questions

- ❖ ***What makes a rule or law good?***
 - Why do we have rules and laws?
 - What does it mean for a rule to be fair?
 - How do rules help us know what to do and what not to do?
- ❖ ***Why are rules important at home, school, and in communities?***
 - What are some rules we follow at home to keep our families safe and happy?
 - How do rules help us learn and play together at school?
 - Why do we need rules in our community to help everyone live together peacefully?
- ❖ ***How do diversity, fairness, and respect contribute to feeling accepted?***
 - What makes each of us unique, and why is it important to celebrate our differences?
 - How can we be fair to everyone, even if they're different from us?
 - Why is it important to treat others the way we want to be treated, and how does this help us feel accepted?



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❖ *What do American symbols represent about our country's values?*

- What is a symbol and how do they convey meaning?
- What symbols do we associate with America?
- What does it mean to be an American? What are our shared beliefs as Americans?

Sample Skills-Based Activities/Assessments

The following is designed to support the integration of the 2020 NJSL-SS Social Studies Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Participate in a class discussion about what would happen if there were no rules or laws. 6.1.2.CivicsPR.1</i></p>	<p><i>Create a poster showing a good rule and decorate it with images that represent why the rule is important. 6.1.2.CivicsPR.1</i></p>	<p><i>Play a game where students take turns creating their own rules for a pretend scenario, then discuss if the rule is good and why. 6.1.2.CivicsPR.1</i></p>
<p><i>Invite a guest speaker (such as a police officer, teacher, or parent) to talk to the class about the importance of rules and laws in different environments, encouraging students to ask questions and provide examples from their own lives. 6.1.2.CivicsPR.2</i></p>	<p><i>Sort examples of rules into "good rules" and "not-so-good rules" based on whether they are fair, keep people safe, or help things run smoothly. Have students share their reasoning. 6.1.2.CivicsPR.2</i></p>	<p><i>Conduct a classroom discussion where students share personal experiences of when rules helped solve a problem or prevent a dangerous situation, emphasizing the importance of rules in various contexts. 6.1.2.CivicsPR.2</i></p>
<p><i>Read picture books featuring characters from diverse backgrounds and discuss how treating others with fairness and respect helps build strong friendships and communities. 6.1.2.CivicsCM.3</i></p>	<p><i>Have students answer the question: what can/do others do that make you feel accepted? what can you do to make others feel accepted? Discuss their answers and correlate them to characteristics of diversity, tolerance, fairness and respect. 6.1.2.CivicsCM.3</i></p>	<p><i>Create a classroom collage using images or words that represent diversity, tolerance, fairness, and respect, discussing how each contributes to making everyone feel accepted. 6.1.2.CivicsCM.3</i></p>
<p><i>Have students explore their homes, school and community to identify and list what they believe to be symbols that reflect America. 6.1.2.CivicsDP.1</i></p>	<p><i>Engage in a "show and tell" activity where students bring in a picture or object representing a national symbol and explain how it reflects an American value or principle to the class. 6.1.2.CivicsDP.1</i></p>	<p><i>Play a game where students take turns describing a national symbol while others guess which one it is and what American value or principle it reflects. 6.1.2.CivicsDP.1</i></p>



Resources

- iCivics - Private i - [“How do Communities Make Good Decisions?”](#)
- [Kindness and Inclusion](#) lesson plan
- [United States Symbols](#) Time for Kids
- [American Symbols Primary Source Set](#)
- [Principles of Democracy and Symbols of Citizenship](#) DocsTeach
- [Rules Rule!](#) unit plan
- Rules and Laws, by Ann-Marie Kishel
- David Goes to School, by David Shannon

Interdisciplinary Connections

- ★ *Write an acrostic poem using the letters in "AMERICA," with each line describing an American value or principle.*
- ★ *Investigate the properties of materials used to make national symbols (e.g., the metal used for the Statue of Liberty or the stone used for Mount Rushmore).*
- ★ *Design a personalized symbol that represents the student's own values and principles.*
- ★ *Learn and sing patriotic songs that celebrate American values and principles (e.g., "America the Beautiful," "This Land Is Your Land").*
- ★ *Play cooperative games that emphasize the importance of following rules and working together (e.g., "Red Light, Green Light," "Simon Says").*



1st Grade – Unit: Our Government, Our Voices

Rationale

This instructional unit introduces first grade students to foundational concepts about the role of government, how rules and laws are created, and effective processes for group decision-making. Developing this civic knowledge at an early age cultivates engaged and informed young citizens.

Students begin by defining government itself and exploring its basic functions of making rules, providing services, and ensuring safety. This framing helps them understand government as an entity that exists to facilitate an orderly society benefiting all people. The unit then connects the idea that rules result from the actions of governments, organizations, and individuals working together across different levels (local, state, national). Students identify examples of rules impacting their lives and learn how they can share input on potential new rules through civic participation like sharing their opinions, contacting government representatives and voting. Students discuss types of choices local and state leaders make around funding, services, etc. and how these decisions affect individuals and communities. Analyzing real-world examples makes the economic impacts of government action concrete. Finally, the importance of inclusive decision-making processes that consider all voices is emphasized as the process our government undergoes to make decisions. Students engage in democratic decision-making by establishing expectations for effective group cooperation, practicing simple voting methods, and reflecting on why it is valuable for everyone to have a say when decisions impact the whole. Modeling these skills now builds understanding of government and habits of democratic participation.

Core Idea	Performance Expectation	Student Learning Objectives Students will be able to...
The actions of individuals and government affect decisions made for the common good.	6.1.2.CivicsPI.6: Explain what government is and its function.	<ul style="list-style-type: none">● Define the term "government" in their own words.● List at least 3 basic functions or roles of government (e.g. making laws, providing services, keeping people safe).



<p>Governments play an economic role in the lives of individuals and communities.</p>	<p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p>	<ul style="list-style-type: none"> • Define what goods are (physical products) and services (actions/assistance provided). • List examples of goods provided by local/state governments (e.g. roads, parks, libraries, public transportation). • Describe services offered by governments (e.g. police/fire protection, trash/recycling pickup, public education).
<p>Rules for all to live by are a result of the actions of government, organizations, and individuals.</p>	<p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p>	<ul style="list-style-type: none"> • Identify different levels of government (local, state, national). • Provide examples of rules or laws made at each level of government that impact their daily lives. • Describe how citizens can share their ideas for new rules/laws with government officials through voting, petitions, or attending town hall meetings.
<p>Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).</p>	<p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</p>	<ul style="list-style-type: none"> • Define what a local government is (e.g. city, town, county) and a state government. • Describe how decisions made by local leaders, such as funding for schools or public programs, affect individuals in your community.
<p>When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.</p>	<p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p>	<ul style="list-style-type: none"> • Explain what it means to work together and cooperate as a group. • Describe situations when groups need to make a decision together (e.g. choosing a class activity). • List at least 3 expectations for good group decision-making (e.g. taking turns, listening, considering all ideas). • Practice simple voting methods (raising hands, secret ballot) to make group decisions.



Compelling & Supporting Questions

- ❖ ***What is the role and function of government?***
 - Why do we need a government?
 - What does the government do for our community?
 - How does the government make decisions?
- ❖ ***How do governments and the people interact?***
 - Who helps us in our community?
 - Who represents us in government?
 - How do individuals influence the government?
- ❖ ***Why is it important for the government to make decisions through consensus?***
 - What does common good mean?
 - How does our government achieve consensus, agreement, to make decisions?
 - Why do democratic governments make decisions by majority rule?

Sample Skills-Based Activities

The following is designed to support the integration of the 2020 NJSLS-SS Social Studies Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Read a picture book about town government (Mommy is the Mayor by Letitia Clark) and ask students to identify the responsibilities of these figures in government. 6.1.2.CivicsPI.6</i></p>	<p><i>Have students ask 3 people what government is and what its function is. Based off the responses, have students write a definition for government. 6.1.2.CivicsPI.6</i></p>	<p><i>Design a "Government Logo" that represents what government means to them, using symbols or pictures to show its basic functions and roles. 6.1.2.CivicsPI.6</i></p>
<p><i>Go on a walk around the school or virtual tour of the community to identify & discuss goods and services they see and who is responsible for providing them. 6.1.2.EconNE.2</i></p>	<p><i>Create a collage using pictures from the internet, magazines or newspapers that show examples of goods and services provided by local or state governments, such as parks, schools, or police officers. 6.1.2.EconNE.2</i></p>	<p><i>Design a "Thank You" card for a government worker who provides a good or service that the student appreciates, such as a teacher, bus driver, or lunch aides. 6.1.2.EconNE.2</i></p>



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<p><i>Play a game where students match examples of rules or laws (like wearing seat belts or recycling) with the appropriate level of government that made them (local, state, national), reinforcing their understanding of how different levels of government impact their lives. 6.1.2.CivicsPI.3</i></p>	<p><i>Create a "Levels of Government" mobile by hanging pictures or drawings of local, state, and national government buildings from a hanger, and discuss the rules and laws made at each level. 6.1.2.CivicsPI.3</i></p>	<p><i>As a class, write a letter to a local government official about a rule or law they think is needed and explain why it would help people. 6.1.2.CivicsPI.3</i></p>
<p><i>Create a simple chart comparing and contrasting local government/laws (e.g., city, town, county) and state government/laws (e.g., governor, state legislature), highlighting their respective responsibilities and decision-making processes. 6.1.2.EconET.5</i></p>	<p><i>Create a simple comic strip showing how a decision made by the local government, like building a new park or library, can make life better for people in the community. 6.1.2.EconET.5</i></p>	<p><i>Invite a guest speaker (such as a local government official) to talk to the class about the role of government and how they help the community and encourage students to ask questions. 6.1.2.EconET.5</i></p>
<p><i>Divide students into small groups and have them work to create or change rules and/or processes for working together in groups. 6.1.2.CivicsPD.2</i></p>	<p><i>Engage in a "think-pair-share" activity where students reflect on a time they worked with others to make a decision, discuss what went well or what could have been better, and share their experiences with the class. 6.1.2.CivicsPD.2</i></p>	<p><i>Practice using simple voting methods like raising hands or using a secret ballot to make group decisions, such as choosing the next read-aloud book or selecting a classroom reward. 6.1.2.CivicsPD.2</i></p>

Resources

- [Well Versed: Animated Music Videos About Civics For Kids](#)
- [My County Works](#) Activity Book
- [Local Government Departments](#) video

Interdisciplinary Connections

- ★ *Create a simple bar graph or pictograph showing the results of a class vote on a decision, such as choosing a class mascot or a theme for a class party. This activity integrates math skills like data collection and representation while demonstrating the voting process.*
- ★ *Invite a Department of Public Works, scientists or environmental expert to speak to the class about their work in protecting natural resources and public health, reinforcing the idea of government's role in these areas.*
- ★ *Create a class mural depicting a community with various government-provided goods and services, such as roads, schools, and parks. This activity encourages collaboration and reinforces the concept of government's role in providing for the community.*



1st Grade – Unit: Our Environment, Our Choices

Rationale

This instructional unit introduces first grade students to fundamental geographic concepts and skills centered around maps and the physical environment. The unit introduces maps and globes as symbolic representations of the Earth's features, investigates the relationship between physical environments and human activities, distinguishes between goods and services, and examines global interconnections by exploring the movement of people, goods, and ideas from place to place. By making connections between maps, places, economic activities, and global interconnections, students gain a stronger understanding of the world around them.

Core Idea	Performance Expectation	Student Learning Objectives Students will be able to...
A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).	<ul style="list-style-type: none"> ● Define what a map and globe are and explain their basic purposes. ● Distinguish maps used for providing directions/locations (wayfinding) from maps highlighting specific themes (tourist maps).
	6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).	<ul style="list-style-type: none"> ● Locate land and water features (mountain ranges, rivers and lakes) on a map using map keys/legends.
Environmental characteristics influence how and where people live.	6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.	<ul style="list-style-type: none"> ● Define what a physical environment is and provide examples (e.g. land, water, climate, natural resources). ● Identify products or resources that come from various physical environments (e.g. fish from oceans, lumber from forests, crops from plains).



<p>Goods and services are produced and exchanged in multiple ways.</p>	<p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p>	<ul style="list-style-type: none">● Define what goods are (physical products) and services (actions performed by others).● Identify examples of common goods (e.g. food, clothing, toys) and services (e.g. teaching, construction, healthcare) in their community.● Match example goods or services to the associated skills/knowledge needed to produce them (e.g. homebuilding requires carpentry, construction skills).
<p>Global interconnections occur between human and physical systems across different regions of the world.</p>	<p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p>	<ul style="list-style-type: none">● Define what it means to move or travel from one place to another.● List different reasons why people move (e.g. work, school, vacation, moving homes).● Describe how goods (products, foods, etc.) are moved from where they are made to where they are sold or used.● Identify different methods of transportation used to move people and goods (e.g. cars, planes, trains, ships).● Explain how ideas and information can spread from place to place through communication methods like TV, internet, books.



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Compelling & Supporting Questions

- ❖ ***What can maps and globes tell us about our world?***
 - How do maps and globes help us understand the Earth's features?
 - What are the differences between maps and globes?
 - What kinds of information can we find on maps and globes?
- ❖ ***How does the environment influence where and how people live?***
 - What are some examples of different environments?
 - How do people adapt to living in different environments?
 - How do environmental characteristics affect the types of jobs people have and the goods they produce?
- ❖ ***What goods and services are important in our community?***
 - What are goods, and what are services?
 - What are some examples of goods and services in our community?
 - How do goods and services contribute to the well-being of our community?
- ❖ ***Why do people, goods, and ideas move from place to place?***
 - What are some reasons people might move to a new place?
 - How do goods get from where they are made to where they are sold or used?
 - How do people communicate and share ideas across different places?



Sample Skills-Based Activities

The following is designed to support the integration of the 2020 NJSL-SS Social Studies Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Give students a thematic map (e.g., pirate map) and have them follow the clues to find a hidden "treasure." Afterwards have them explain how they used the map and its purpose. 6.1.2.Geo.SV.3</i></p>	<p><i>Provide a set of pictures showing different elements of maps and globes such as title, legend, cardinal directions, scale, and symbols. Ask students to match each picture with the correct term. 6.1.2.Geo.SV.3</i></p>	<p><i>Create a simple map of their classroom or neighborhood, including physical features like windows (lakes), doors (rivers), desks (mountains), etc. 6.1.2.Geo.SV.3</i></p>
<p><i>Play map "bingo", where the teacher calls out physical features and students have to find them on their map. 6.1.2.Geo.SV.1</i></p>	<p><i>Provide students with a set of stickers representing different physical features, then have them place the stickers on a map in the correct locations. 6.1.2.Geo.SV.1</i></p>	<p><i>Facilitate a class discussion where students present and explain their maps, critiquing each other's work and providing feedback. 6.1.2.Geo.SV.1</i></p>
<p><i>Play a "20 Questions" style game where students ask questions about an object to determine the physical environment in which it was created. 6.1.2.Geo.HE.4</i></p>	<p><i>Match images of different physical environments (e.g., forest, desert, beach) with the economic activities that might take place there (e.g., logging, sand art, surfing). 6.1.2.Geo.HE.4</i></p>	<p><i>Participate in a "show and tell" activity where students bring in an object or product related to a specific economic activity and explain how the physical environment of the place it came from influenced its production. 6.1.2.Geo.HE.4</i></p>
<p><i>Interview a family member or school staff member about their job and report back to the class one skill or piece of knowledge they need to do their work. 6.1.2.EconEM.1</i></p>	<p><i>Students play "Go Fish" style game taking turns matching the goods and services to the corresponding "Job Skills" cards and discussing their reasoning with their partner. 6.1.2.EconEM.1</i></p>	<p><i>Draw a picture of themselves in a future job and write one sentence about a skill or knowledge they would need for that profession. 6.1.2.EconEM.1</i></p>
<p><i>Play a "movement matching" game where students pair images of people, goods, or ideas with the transportation methods used to move them (e.g., a person with a car, a package with a truck, an email with a computer). 6.1.2.Geo.GI.1</i></p>	<p><i>Class Discussion: Can you think of an example of an idea that spread from one place to another, like a story or a song? How do you think that idea traveled? 6.1.2.Geo.GI.1</i></p>	<p><i>Participate in a "travel tales" activity where each student shares a story about a time they traveled somewhere and why they went there. 6.1.2.Geo.GI.1</i></p>



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Resources

- iCivics - [Private i “Why Do We Need Maps?” and “Why Do People Move?” lessons](#)
- [JA Our Families](#)

Interdisciplinary Connections

- ★ *Take a virtual field trip to explore different physical environments around the world, such as the Amazon Rainforest or the Sahara Desert, using online resources like Google Earth or National Geographic Kids.*
- ★ *Set up an obstacle course representing different physical features, such as mountains (climbing over mats), rivers (jumping over ropes), and caves (crawling through tunnels).*
- ★ *Design a poster advertising a local good or service, illustrating the skills and knowledge required to produce it.*
- ★ *Practice cardinal directions by playing a game where students give and follow directions to move a certain number of steps north, south, east, or west.*



1st Grade – Unit: Our World, Our Future

Rationale

In this unit, students will explore the global issue of climate change and its impact on different regions around the world. They will investigate basic facts about climate change, analyze sources to understand its effects on animals, plants, and people, and express their thoughts and feelings about climate change in age-appropriate ways. Students will explore the foundational skills of comparing primary sources and creating historical timelines to learn about how climate change has increasingly impacted people, plants and animals in their community and around the world.

Core Idea	Performance Expectation	Student Learning Objectives Students will be able to...
Global interconnections occur between human and physical systems across different regions of the world.	6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.	<ul style="list-style-type: none">● Identify basic facts about climate change, such as what it is and why it is important to address.● Analyze sources to develop an understanding of how climate change can impact animals, plants, and people in various parts of the world.● Express their thoughts and feelings about climate change in age-appropriate ways, such as through drawings or simple written statements.
Two or more individuals can have a different understanding of the same event.	6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.	<ul style="list-style-type: none">● Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.● Express their understanding of different perspectives by creating simple narratives or drawings based on primary sources.● Practice comparing and contrasting primary sources to identify similarities



		and differences in the accounts of the same event.
	6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).	<ul style="list-style-type: none"> ● Identify various types of sources, including photographs, paintings, cartoons, newspapers, poetry, novels, and plays, as tools for learning about the past. ● Make simple inferences about why the accounts of the same event are different, considering factors such as the perspective of the creator, the intended audience, and the historical context.
The nature of history involves stories of the past preserved in a variety of sources.	6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.	<ul style="list-style-type: none"> ● Identify examples of regional folk heroes, stories, and songs from their own culture or community. ● Explain how regional folk heroes, stories, and songs contribute to the history and identity of a culture.
Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.	<ul style="list-style-type: none"> ● Place significant historical events in chronological order on a timeline. ● Making simple inferences about historical events based on their position on a timeline. ● Recognize patterns and trends in history by observing the sequence of events on a timeline. ● Articulate their observations and interpretations of history using age-appropriate language, such as identifying causes and effects or describing changes over time.



Compelling & Supporting Questions

- ❖ **What is climate change, and how does it affect different parts of the world?**
 - What is climate change?
 - How does climate change impact animals, plants, and people in different regions?
 - What can we do to help address climate change?
- ❖ **Why might people have different views or accounts of the same event?**
 - How can we learn about the past using different types of sources?
 - What can cause people to have different perspectives on the same event?
 - Why is it important to consider multiple perspectives when learning about the past?
- ❖ **How do historical events shape the "big picture" of history?**
 - What is a timeline, and how does it help us understand history?
 - How can the order of events on a timeline reveal patterns or trends in history?
 - What can we learn about cause and effect by studying events on a timeline?

Sample Skills-Based Activities

The following is designed to support the integration of the 2020 NJSL-SS Social Studies Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Watch a short, age-appropriate video about climate change and its effects on different regions, and then draw a picture or write a simple sentence about what you learned. 6.3.2.GeoGI.1</i></p>	<p><i>Create a simple "Causes and Effects" chart with pictures or drawings to show how human activities, like driving cars or cutting down trees, can contribute to climate change and affect different regions of the world. 6.3.2.GeoGI.1</i></p>	<p><i>Create a simple poster showing how climate change affects animals in different parts of the world, like polar bears in the Arctic or penguins in Antarctica. Have students present their posters to each other or another class. 6.3.2.GeoGI.1</i></p>
<p><i>Have students read accounts, watch videos, analyze pictures, and interview their family about Superstorm Hurricane Sandy or another environmental event. Compare and discuss the findings from the different sources. 6.1.2.HistorySE.2/6.1.2.HistoryUP.1</i></p>	<p><i>Read a short story about an event and then have students draw a picture of how they imagine the scene. Discuss the differences in their illustrations. 6.1.2.HistorySE.2/6.1.2.HistoryUP.1</i></p>	<p><i>Provide a set of pictures, including photographs, paintings, and cartoons, depicting the same event. Ask students to compare and contrast the details in each picture and discuss why the accounts are different. 6.1.2.HistorySE.2/6.1.2.HistoryUP.1</i></p>



<i>Present students a timeline of pictures related to changes in the environment and prompt them to ask and potentially answer questions that drive their understanding. 6.1.2.HistoryCC.2</i>	<i>Have students analyze a timeline of pictures related to changes in the environment and have them develop statements regarding the impact of humans on the environment using the timeline as evidence. 6.1.2.HistoryCC.2</i>	<i>Create a simple timeline of your life, including important events like your birth, first day of school, and losing your first tooth, and discuss how these events have shaped who you are today. 6.1.2.HistoryCC.2</i>
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Resources

- [Community Action](#) Inquiry Unit
- [Interactive Timeline Graphic Organizer](#) (ReadWriteThink)
- [Matching Animals to Continents](#) (Subject to Climate)

Interdisciplinary Connections

- ★ *Put important events from a favorite story or fairy tale in order on a timeline, and discuss how these events build on each other to create the story's plot and message.*
- ★ *Use age-appropriate educational software or websites to explore interactive timelines of historical events or the effects of climate change on different regions.*
- ★ *Discuss how climate change can impact human health, such as the effects of air pollution or extreme weather events, and brainstorm ways to stay healthy and safe.*
- ★ *Write and perform a simple song or rap about the importance of caring for the Earth and addressing climate change.*
- ★ *Create a "Perspectives Journal" where students write or draw about an event from different points of view, such as a birthday party from the perspective of the birthday child and a guest.*