

Quinton Township School District
Social Studies
Grade 1

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Me on the Map/America/Sweden/ Russia/China	Pacing:	45 Days
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Unit Summary: Students will develop an understanding of the world in which they live. The students will gain knowledge of general economic concepts, historical figures and events that shaped our society. Students will use various learning tools and artifacts to teach them about the world and the past.

Objectives:

- Students will be able to identify their hometown as Quinton, New Jersey.
- Students will be able to identify that they live in the state of New Jersey.
- Students will be able to identify that they live in the United States of America.
- Students will be able to identify the many parts of the world such as the continents, oceans, and countries
- Students will be able to analyze ways children have changed through the many years of America.
- Students will be able to discover the items that needed to be packed as people came to America many years ago.
- Students will be able to identify and create a passport.
- Students will be able to identify and understand the significance of the Statue of Liberty.
- Students will be able to understand the significance of the Constitution of the United States.
- Students will be able to identify the President of the United States and the process of picking a president.
- Students will be able to understand immigration.

- Students will be able to understand immigration.
- Students will be able to compare differences between a globe and map.
- Students will be able to identify and use the various parts of a map.
- Students will be able to explore career opportunities.
- Students will be able to understand maps help them determine the location of a specific place.
- Students will be to understand cardinal directions helps them read maps.
- Students will be able to identify traditions, economic and social features of countries around them.

Essential Questions:

- How did immigration shaped the United States?
- Why did people come to America?
- How does someone become President of the United States?
- What is Election Day?
- What is a globe?
- What is a map?
- Where do I live?
- How is Sweden similar to and different from the United States?
- Where is Sweden located on the map?
- What are the traditions of Sweden?
- What are the traditions of Kwanzaa?
- What are the traditions of Hanukkah?
- What are the Christmas traditions around the world?
- Where is Russia located?
- What are the traditions, economics and social aspects of Russia?
- What contributions did Martin Luther King, Jr. make?
- Where is China located?
- How is China similar and different from the United States?
- What are the traditions, economics and social aspects of China?

Common Core State Standards/Learning Targets: 6.1.4.A.2, 6.1.4.A.4, 6.1.4.A.5, 6.1.4.A.7, 6.1.4.A.8, 6.8.A.1.a, 6.1.4.A.CS2, 6.1.4.A.CS9, 6.1.4.A.13, 6.1.4.A.14, 6.1.4.A.15, 6.1.4.B.6, 6.1.4.D.CS1, 6.1.4.A.CS8, 6.1.4.D.1, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.4, 6.1.4.D.D.CS1, 6.14.D.2, 6.1.4.D.CS4, 6.1.4.B.3, 6.1.4.B9, 6.18.C.2b, 6.2.E.2, 6.5.B.1, 6.1.8.A.1.a, 6.1.4.C.16, **8.1, 9.2.4.A.1, 9.2.4.A.2, CAEP.9.2.4.A.1, CAEP.9.2.4.A.2, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4, PFL.9.1.4.A.1**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 1- Becoming a president Lesson 2- Children changing through the years Lesson 3- A long way to a new land Lesson 4- Passport Lesson 5- Symbols of America Lesson 6- Constitution Lesson 7- Boat ride Lesson 8- Immigration Lesson 9- Me on the Map Lesson 10- Me on the Map Lesson 11- Map/Globe Lesson 12- Parts of a map/globe Lesson 13- Following a map</p>	<p>Lesson 1-40 - Curriculum Map</p>	<p>Lesson 1- Video- “All About America”, Weekly Reader, mock voting ballot sheets Lesson 2- Book- “Watch the Stars Come Out”, Venn Diagram Lesson 3- Book- “A Long Way to a New Home”, chart paper, markers Lesson 4- Passport, construction paper, markers</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Chromebooks

<p>Lesson 14- Map key/legend Lesson 15- Map skills Lesson 16- Career Day Lesson 17- Sweden/Physical Features/Landforms Lesson 18- Sweden/Flags Lesson19- Sweden/Traditions Lesson20- Sweden/Traditions Lesson21- Sweden/Traditions Lesson22- Sweden/Economics/Society/Traditions Lesson 23- Holidays around the world Lesson 24- Holidays around the world Lesson 25- Holidays around the world Lesson 26- Holidays around the world Lesson 27- Russia/Physical Features/Landforms Lesson 28- Russia/Flags Lesson 29- Russia/Traditions Lesson 30- Russia/Traditions/Economics/Society Lesson 31- Russia/Traditions Lesson 32- Russia/Traditions Lesson 33- Martin Luther King Jr Lesson 34- China/Physical</p>		<p>Egypt activity sheet Lesson 5- Book- “The Statue of Liberty”, replica of crown, torch, and tablet (create the Statue of Liberty), markers, chart paper Lesson 6- Constitution samples Smart board Lesson 7- Chairs, blue and brown bulletin board paper (create a classroom boat), role play cards Lesson 8- Video- “Immigration to the USA”, chart paper, markers Lesson 9- Me on the Map flip book (Teachers Pay Teachers) Lesson 10- Me on the Map flip book (Teachers Pay Teachers) Lesson 11- Classroom</p>	
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<p>Features/ Landforms Lesson 35- China/Flag Lesson 36- China/Tradition Lesson 37- China/Tradition Lesson 38- China/Traditions/ Economics/Society Lesson 39- China/Traditions/ Economics/Society Lesson 40- China/Traditions/ Economics/Society</p>		<p>map and globe, map/globe sheet Lesson 12- Classroom map and globe, map/globe world sheet Lesson 13- Interactive compass rose activity on Smart Board, Lesson14- Interactive key/legend activity on Smart Board Lesson 15- Interactive directional map skill game on Smart Board Lesson 16- Pilot classroom visit/Questions and Answers Lesson 17- Student created passports, stamp for passport, map of Sweden activity sheet Lesson 18-</p>	
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		<p>Chromebooks to research flags of Sweden, Norway, Denmark, and Finland, flag coloring sheet</p> <p>Lesson 19- Book- “True Book of Sweden”</p> <p>Lesson 20- Books- “The Hat”, “The Mitten”, Venn Diagram activity sheet</p> <p>Lesson 21- Book- “Wild Christmas Reindeer”, role play book, fact book about reindeer, fact activity sheet</p> <p>Lesson 22- 4 block map activity sheet, construction paper to create crown of candles</p> <p>Lesson 23- Book- “My First Kwanzaa Book”, Kinora coloring sheet</p> <p>Lesson 24- Book-</p>	
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		<p>“Celebrate Hanukkah”, Menorah coloring sheet</p> <p>Lesson 25- Holidays Around the World activity booklet</p> <p>Lesson 26- Holidays Around the World activity booklet</p> <p>Lesson 27- Students created passport, stamp, map activity sheet</p> <p>Lesson 28- Book- “A Visit to Russia”, coloring sheet of Russia’s flag</p> <p>Lesson 29- Book- “Look What Comes from Russia”, pattern sheet of Matriska Doll</p> <p>Lesson 30- Book-Look What Comes from Russia”, various materials to create spaceship</p> <p>Lesson 31- Book- “Thundercake”</p>	
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		<p>Lesson 32- Pattern of Faberge Egg, markers, glitter/jewels</p> <p>Lesson 33- Book- “Martin Luther King Jr.”, activity sheet</p> <p>Lesson 34- Students created passport, stamp, map activity</p> <p>Lesson 35- China fact sheet on Smart Board, coloring sheet of China’s flag</p> <p>Lesson 36- Weekly Reader, pattern of dragon mask</p> <p>Lesson 37- Pattern of Chineses Lantern, glue, ribbon, scissors</p> <p>Lesson 38- Online virtual tour of the Great Wall of China, paper, markers</p> <p>Lesson 39- View Chinese-American video on Youtube</p> <p>Lesson 40- Chromebooks, research fact sheet</p>	
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Formative Assessment Plan	Summative Assessment Plan
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<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Completed Projects Student Conferences Anecdotal Notes Rubrics</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: End of Unit Assessment Mid Year Benchmark End of Year Benchmark</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions <ul style="list-style-type: none"> • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth.
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<ul style="list-style-type: none"> ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/ differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study 	<ul style="list-style-type: none"> ● Review Special Education listing for additional recommendations ● Establish A Consistent And daily routine 		<ul style="list-style-type: none"> ● Provide For The Development of self-understanding one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Projects (meets the learning interests and styles of students)
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<p>skills</p> <ul style="list-style-type: none">● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.			
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**Quinton Township School District
Social Studies
Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Kenya/Australia	Pacing:	45 Days
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Unit Summary: Students will develop an understanding of the world in which they live. The students will gain knowledge of general economic concepts, historical figures and events that shaped our society. Students will use various learning tools and artifacts to teach them about the world and the past.

Objectives:

- Students will be able to identify traditions, economic and social features of countries around them.
- Students will be able to locate Kenya on a map.
- Students will be able to locate Australia on a map.
- Students will be able to identify physical features, landforms, and flags of Kenya.
- Students will be able to identify physical features, landforms, and flags of Australia.
- Students will be able to use map concepts.

Essential Questions:

- Where is Kenya located?
- Where is Australia located?
- How is Kenya alike and different from United States?
- How is Australia alike and different from United States?
- What are the traditions of Kenya?
- What are the traditions of Australia?
- What are products?
- What are needs?
- What is an African folktale?

Common Core State Standards/Learning Targets: 6.1.4.A.2, 6.1.4.A.4, 6.1.4.A.5, 6.1.4.A.7, 6.1.4.A.8, 6.8.A.1.a, 6.1.4.A.CS2, 6.1.4.A.CS9, 6.1.4.A.13, 6.1.4.A.14, 6.1.4.A.15, 6.1.4.B.6, 6.1.4.D.CS1, 6.1.4.A.CS8, 6.1.4.D.1, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.4, 6.1.4.D.D.CS1, 6.14.D.2, 6.1.4.D.CS4, 6.1.4.B.3, 6.1.4.B9, 6.18.C.2b, 6.2.E.2, 6.5.B.1, 6.1.8.A.1.a, 6.1.4.C.16, [8.1](#), [9.2.4.A.1](#), [9.2.4.A.2](#)

Interdisciplinary Connections/Including 21st Century Themes and Skills: *CAEP.9.2.4.A.1, CAEP.9.2.4.A.2, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4, PFL.9.1.4.A.1 Collaboration, Teamwork, Critical thinking, Problem Solving, Global and Cultural Awareness, Citizenship, Ethics, and Social Responsibility*

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 41- Kenya/Physical Features/Landforms/Cities</p> <p>Lesson 42- Kenya/Flags</p> <p>Lesson 43- Kenya/Folktale</p> <p>Lesson 44- Kenya/Traditions/History</p> <p>Lesson 45- Kenya/Animals of the grasslands/savannas-Research Project with partner</p> <p>Lesson 46- Kenya/Animals of the grasslands/savannas-Research Project with partner</p> <p>Lesson 47- Kenya/Animals of the grasslands/savannas-Research Project with partner</p> <p>Lesson 48-Kenya/Animals of the grasslands/savannas-Research Project with Partner</p> <p>Lesson 49- Kenya/Needs/ Products/Jobs</p> <p>Lesson 50-Australia/Physical Features/Landforms/Cities</p> <p>Lesson 51-Australian/Flag</p> <p>Lesson 52- Australia/Traditions/ History</p> <p>Lesson 53-Australia/Needs/ Products/Jobs</p> <p>Lesson 54- Australia/Author</p> <p>Lesson 55- Australia/Animals</p>	<p>Lesson 41- 55- Curriculum Map</p>	<p>Lesson 41- Student created passports, stamp, map of Kenya</p> <p>Lesson 42- Book- “Touring Kenya”, flag coloring sheet</p> <p>Lesson 43- Books- “Why Mosquitoes Buzz in Your Ear” and “ Bringing the Rain to Kapiti Plain”</p> <p>Lesson 44- Chromebooks, research animal packet</p> <p>Lesson 45- Chromebooks, research animal packet</p> <p>Lesson 46- Chromebooks, research animal packet</p> <p>Lesson 47- Chromebooks, research animal packet</p> <p>Lesson 48- Chromebooks, research animal packet</p> <p>Lesson 49- Book- “Touring Kenya”, markers, chart paper</p> <p>Lesson 50- Student created passports, stamp, map</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Chromebooks
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		<p>activity sheet</p> <p>Lesson 51- Interactive fact sheet on Smartboard, flag coloring sheet</p> <p>Lesson 52- Interactive fact sheet on Smartboard</p> <p>Lesson 53- Interactive fact sheet on Smartboard, fact activity sheet, 4-section chart of products/jobs</p> <p>Lesson 54- Books- “Possum Magic” and “Koala Lou”</p> <p>Lesson 55- Marsupial Interactive Smartboard activity, construction paper, markers</p>	
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<p>Suggested activities to assess student progress: Completed Projects Student Conferences Anecdotal Notes Rubrics</p>	<p>End of Unit Assessment Mid Year Benchmark End of Year Benchmark</p>
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<p>Differentiation</p>

<p>Special Education</p>	<p>ELL</p>	<p>At Risk</p>	<p>Gifted and Talented</p>
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<p>instructional texts.</p> <ul style="list-style-type: none"> ● Utilize a variety of formative assessments to drive next point of instruction/ differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' 	<p>Daily routine</p>		<p>andculture.</p> <ul style="list-style-type: none"> ●Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ●Gifted and Talented Compacting Projects (meets The learning interest and styles of students)
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reading levels.

- **Utilize manipulatives as necessary.**