

Ocean Academy Charter School
Curriculum Guide
Grade 1 - Social Studies



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| Original Adoption: | August 2025 |
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| OCEAN ACADEMY CHARTER SCHOOL Curriculum | |
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| Content Area: Social Studies | |
| Course Title: Social Studies | |
| Grade Level: 1 | |
| Unit Title | Pacing Guide in Days |
| <u>Trimester 1</u> Unit Plan 1: Communities and Citizenship Diversity and Inclusion | 30 Days |
| <u>Trimester 2</u> Unit Plan 2: Culture Celebrating our Heritage/History People and Places in History Holocaust Amistad Asian Americans and Pacific Islanders Diversity and Inclusion | 30 Days *Ongoing throughout the year, as appropriate.* |
| <u>Trimester 3:</u> Unit Plan 3: Geography Our Earth/Economics Connecting to the World Diversity and Inclusion Asian Americans and Pacific Islanders | 30 Days |

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| OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview | |
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| Content Area: Social Studies | |
| Unit Title: Communities and Citizenship | Duration: 30 Days |
| Target Course/Grade Level: 1 | |
| Introduction/Unit Focus: | |
| <p>This unit explores the concept of communities, places where people live, work, and enjoy time together. Communities can be found in different settings such as cities (urban), countryside (rural), and neighborhoods outside the city (suburban). Within every community, there are important landmarks that hold special meaning for the people who live there.</p> <p>Students will learn about the role of citizens, people who belong to a country, and how good citizens help make their communities and country better places to live. Good citizens follow rules and laws to help everyone get along, and they participate in choosing leaders by voting.</p> <p>The unit will also look at how transportation and communication have changed over time, affecting how people in communities connect and move around. Finally, students will explore the songs, symbols, and sayings that celebrate the United States and bring citizens together.</p> | |
| Disciplinary Concepts for the Unit | |
| <p>Standard 9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>Standard 9.4 Life Literacies and Key Skills</p> | |

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This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving,

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and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts

Civics, Government, and Human Rights: Civics and Political Institutions

Civics, Government, and Human Rights: Participation and Deliberation

Civics, Government, and Human Rights: Democratic Principles

Civics, Government, and Human Rights: Processes and Rules

Civics, Government, and Human Rights: Civic Mindedness

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others’ perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists

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| | <p>students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p> |
| Developing Claims and Using Evidence | <p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p> |
| Presenting Arguments and Explanations | <p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p> |
| Engaging in Civil Discourse and Critiquing Conclusions | <p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p> |
| Taking Informed Action | <p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When</p> |

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| | appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change. |
| Focus Standards (Major Standards) https://www.nj.gov/education/cccs | |
| Core Idea | Performance Expectation |
| Local Community and Government leaders have roles and responsibilities to provide services for their community members. | <ul style="list-style-type: none"> ➤ 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ➤ 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. |
| Rules for all to live by are a result of the actions of government, organization, and individuals. | <ul style="list-style-type: none"> ➤ 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. |
| The actions of individuals and government affect decisions made for the common good. | <ul style="list-style-type: none"> ➤ 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ➤ 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ➤ 6.1.2.CivicsPI.6: Explain what government is and its function. |
| When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard. | <ul style="list-style-type: none"> ➤ 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ➤ 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. |
| 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) | <ul style="list-style-type: none"> ➤ 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ➤ 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for |

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| | <p>legitimate authority and rules have impacted individuals and communities.</p> <ul style="list-style-type: none"> ➤ 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. |
| <p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p> | <ul style="list-style-type: none"> ➤ 6.1.2.CivicsPR.1: Determine what makes a good rule or law. ➤ 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. ➤ 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. |
| <p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> | <ul style="list-style-type: none"> ➤ 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. |
| <p>Certain character traits can help individuals become productive members of their community.</p> | <ul style="list-style-type: none"> ➤ 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. ➤ 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ➤ 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. |
| <p>The nature of history involves stories of the past preserved in a variety of sources.</p> | <ul style="list-style-type: none"> ➤ 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. ➤ 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, |

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paintings, cartoons, newspapers,
poetry, novels, plays).

New Jersey Student Learning Standards: Interdisciplinary Connections

- Reading Standards for Literature:
 - RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
 - RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
 - RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- Reading Standards for Informational Text:
 - RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
 - RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 - RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- Writing Standards
 - W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- Speaking and Listening
 - SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
 - SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 - SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

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| Core Ideas | Performance Expectations (Identified with Standard Number and statement) |
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| There are actions an individual can take to help make this world a better place. | 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. |
| Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences. | 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). |
| Individuals from different cultures may have different points of view and experiences. | 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals |
| Information is shared or conveyed in a variety of formats and sources | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts |
| Digital tools have a purpose. | 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the too |
| Technology Literacy: Digital tools have a purpose. | 9.4.2.TL.4: Navigate a virtual space |
| Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. | 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). |
| Individuals from different cultures may have different points of view and experiences. | 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). |
| Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. | 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |
| Information is shared or conveyed in a variety of formats and sources | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |
| New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide | |
| Core Ideas | Performance Expectations (Identified with Standard Number and Statement) |
| Technology has changed the way people live and work. Various tools can improve daily | 8.2.2.ITH.3: Identify how technology impacts or improves life. |

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| tasks and quality of life | 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. |
| The availability of technology for essential tasks varies in different parts of the world | 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. |

| New Jersey Student Learning Standards: Climate Change Mandate | |
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| Core Ideas | Performance Expectations (Identified with Standard Number and Statement) |
| ➤ Physical and human characteristics affect where people live (settle). | ➤ 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). |
| ➤ Environmental characteristics influence the how and where people live. | ➤ 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. |

| Knowledge and Skills | |
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| <p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Discuss why communities exist and what makes them important. ➤ Identify characteristics of different communities, including specific landmarks. ➤ Learn that rules and people with authority help keep everyone safe and resolve conflicts fairly. ➤ Recognize the differences between cities, suburbs, and rural areas. ➤ Identify how communication and transportation have changed and how those changes affect people's lives. ➤ Use literature to understand how urban areas, small towns, and rural communities are different. ➤ Identify where they live by using a world address. ➤ List ways rules and laws help people in their communities. ➤ Identify and explain the qualities of good citizenship and ways to demonstrate them. | |

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- Apply good citizenship by following rules and laws.
- Discuss various types of transportation and communication found in their community.
- Understand how rules and laws support communities and the people in them.

Unit Enduring Understandings:
Students will know...

- A good citizen helps others and makes their community and country better.
- Laws are rules that people in a community must follow to keep order.
- A neighbor is someone who lives near you in your community.
- Communities are places where people live, work, and enjoy time together.
- Communities can be urban (cities), suburban (neighborhoods outside cities), or rural (countryside).
- Good citizens follow rules to help their community.

Unit Essential Questions:

- What is a community?
- What are neighbors?
- What kinds of communities exist?
- What are laws?
- What is a good citizen?
- How does a good citizen behave?

Instructional Plan

- Read Alouds and Mentor Texts
 - We The Kids by David Catrow
 - Community Helpers: I Am A Firefighter
 - Community Helpers: I Am A Teacher
 - Community Helpers: I Am A Police Officer
 - **Martin's Big Words: The Life of Dr. Martin Luther King Jr. by Doreen Rappaport**
 - The Good Egg by Jory John
 - The Bad Seed by Jory John
 - The Flag We Love by Pam Munoz Ryan
 - The Statue of Liberty by Lucille Recht Penner
 - Grace for President by Kelly DiPucchio
- Brainpop Jr. Videos
 - Community Helpers
 - Rights and Responsibilities
 - Constitution Day
- Scholastic Weekly Readers (topics vary yearly)
- Geodes
 - Library Cat

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- Library of Our Own
- Just in Time
- Story of Louis Braille
- Leveled Readers (RAZ Kids)
 - Community Helpers by Kira Freed
 - Laws for Kids by Marybeth Boelts
- Pebble Go
 - Being a Good Citizen
 - Responsibility
 - Respect
 - **Global Climate Strike**
- Other vetted online resources, videos and printables.

The teacher and students will discuss and analyze the importance of a community, citizenship, US symbols, and rules and laws to understand communities and citizens. The teacher will use the standards, suggested resources, assessments, and modifications to meet the needs of all students.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/Rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands-on worksheets and assignments
- Exit Tickets

Summative Assessments:

- Teacher-made Assessments
- Pebble Go Assessments

Benchmark Assessment:

- End of Unit Assessment

Alternative Assessments:

- Based on IEP or 504, as needed

Performance Tasks:

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- Hands-on Exploration Learning Projects
- Community Helper Dioramas
- Our Class is a Family Rule Schoolhouse Project

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
 - Use visuals, pictures, and real objects (maps, artifacts, photos).
 - Provide graphic organizers and simple outlines.
 - Pre-teach and review key vocabulary.
 - Pair students with a “learning buddy” for support.
 - Provide preferential seating.
 - Use movement or gestures to reinforce vocabulary.
 - Allow extra time for tasks and assessments.
 - Provide small-group or one-on-one support.
 - Accept oral or dictated answers in place of written work.
 - Use large-print or digital text with audio support.
 - Provide scribes or augmentative communication devices if needed.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extra time for assignments/tests.
 - Offer small-group or quiet settings for tasks.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide large-print, Braille, or digital text with audio features.
 - Allow use of scribes or communication devices when required.
-

Students at Risk of School Failure

- Provide extended time for assignments and tests.
- Reduce the number of questions on assessments.
- Provide a copy of notes or visual study guides.
- Pre-teach key vocabulary and concepts.
- Assign peer tutoring or a learning buddy.
- Provide preferential seating.

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- Offer frequent teacher check-ins and encouragement.
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Gifted and Talented

- Ask open-ended questions to encourage deeper thinking.
 - Use Bloom’s Taxonomy prompts (analyze, evaluate, create).
 - Encourage discovery through independent projects or research.
 - Offer interest-based extension activities.
 - Provide advanced reading materials or enrichment texts.
 - Use “why” and “what if” questions to foster inquiry.
 - Provide choice in projects and activities.
 - Offer enrichment centers, simulations, or problem-solving tasks.
 - Allow opportunities for presentations or class leadership roles.
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Provide small-group instruction with language supports.
 - Allow extra time for assignments and assessments.
 - Accept oral responses.
 - Pre-teach vocabulary using pictures, gestures, and realia (maps, globes, objects).
 - Label classroom items and visuals to support comprehension.
 - Use sentence frames for discussions (e.g., “I think ___ because ___”).
 - Provide picture glossaries for social studies terms.
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Diversity and Inclusion

- Respect and include cultural traditions and perspectives in lessons.
- Involve families in projects and learning activities.
- Provide alternative assignments when appropriate.
- Use visuals, word walls, and simple, clear language.
- Assign peer support when needed.
- Collaborate with language specialists and support staff.
- Encourage families to maintain home language while learning English.
- Establish positive parent-school communication.
- Use closed captioning for videos when available.
- Break down complex concepts with outlines or road maps.
- Allow sufficient wait time for student responses.

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- Create a nurturing environment with clear routines.

Supplemental Resources

Instructional Materials:

- Read Alouds and Mentor Texts
 - We The Kids by David Catrow
 - Community Helpers: I Am A Firefighter
 - Community Helpers: I Am A Teacher
 - Community Helpers: I Am A Police Officer
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 - The Flag We Love by Pam Munoz Ryan
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 - Grace for President by Kelly DiPucchio
- Scholastic Weekly Reader

Supplemental Materials:

- Geodes
- BrainPop Jr.
- Pebble Go

Intervention Materials

- Reading A-Z
- Vocabulary List
- Anchor Charts
- Think Pair Share
- Stations
- Choice Board

Intervention Strategies

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse.

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Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace.

Teacher Notes

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**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Social Studies

Unit Title: Culture Celebrating our Heritage/History
People and Places in History

Duration: 30 Days (ongoing throughout the year)

Target Course/Grade Level: 1

Introduction/Unit Focus:

In this unit, students will explore the early history of the United States, beginning with the Native Americans, the first people to live on this land, and continuing through the time of the American Revolution. They will learn how the country slowly grew and changed as new groups of people came to America, contributing to its rich history and culture.

Students will also learn about how different cultures celebrate a variety of holidays throughout the year. Discussions about holidays will take place at the appropriate times during the school calendar, helping students appreciate the diverse ways people honor their heritage and traditions.

This unit encourages students to understand the importance of community, history, and cultural celebrations in shaping the nation we live in today.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial

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literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

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Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

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21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

History, Culture, and Perspectives: Understanding Perspectives

History, Culture and Perspectives: Historical Sourcing and Evidence

History, Culture and Perspectives: Claims and Argumentation

Economics, Innovation, and Technology: Continuity and Change

Social Studies Practices

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| Developing Questions and Planning Inquiry | Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies |
| Gathering and Evaluating Sources | Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world. |
| Seeking Diverse Perspectives | Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may |

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| | <p>be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p> |
| Developing Claims and Using Evidence | <p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p> |
| Presenting Arguments and Explanations | <p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p> |
| Engaging in Civil Discourse and Critiquing Conclusions | <p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p> |
| Taking Informed Action | <p>After thoroughly investigating questions, taking informed action means building consensus about</p> |

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| | <p>possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.</p> |
| <p>Focus Standards (Major Standards) https://www.nj.gov/education/cccs</p> | |
| <p style="text-align: center;">Core Idea</p> | <p style="text-align: center;">Performance Expectation</p> |
| <p>The nature of history involves stories of the past preserved in a variety of sources.</p> | <ul style="list-style-type: none"> ➤ 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. ➤ 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"> ○ Relate how different people celebrate different holidays. <ul style="list-style-type: none"> ■ Amistad ■ Holocaust ■ Asian American and Pacific Islander |
| <p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p> | <ul style="list-style-type: none"> ➤ 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. ➤ 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. |
| <p><u>New Jersey Student Learning Standards: Interdisciplinary Connections</u></p> | |
| <p>Reading Standards for Literature:</p> <ul style="list-style-type: none"> ➤ RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). | |

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- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Reading Standards for Informational Text:

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing Standards

- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

| Core Ideas | Performance Expectations (Identified with Standard Number and statement) |
|---|--|
| <p>Critical Thinking and Problem-solving Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> | <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> |

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| <p>Global and Cultural Awareness Individuals from different cultures may have different points of view and experiences.</p> | <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p> |
| <p>New Jersey Student Learning Standards: <u>Computer Science and Design Thinking Articulation Guide</u></p> | |
| <p>Core Ideas</p> | <p>Performance Expectations (Identified with Standard Number and Statement)</p> |
| <p>8.2 Design Thinking Effects of Technology on the Natural World The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants.</p> | <p>8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. 8.2.2.ETW.2: Identify the natural resources needed to create a product. 8.2.2.ETW.3: Describe or model the system used for recycling technology. 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.</p> |
| <p>8.2 Design Thinking Engineering DesignEngineering design is a creative process for meeting human needs or wants that can result in multiple solutions Limitations (constraints) must be considered when engineering designs.</p> | <p>8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design Process. 8.2.2.ED.4: Identify constraints and their role in the engineering design process</p> |

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| <p>New Jersey Student Learning Standards: <u>Climate Change Mandate</u></p> | |
| <p>Core Ideas</p> | <p>Performance Expectations (Identified with Standard Number and Statement)</p> |
| <p>➤ Physical and human characteristics affect where people live (settle).</p> | <p>➤ 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> |

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| <p>➤ Environmental characteristics influence the how and where people live.</p> | <p>➤ 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> |
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Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Explain how the original 13 colonies became the United States.
- Identify early explorers who came to America.
- Recognize Native Americans as the first people to live in North America.
- List ways Native Americans helped the Pilgrims survive hardships.
- Describe Native American traditions.
- Name important historical figures and explain their contributions to the nation.
- Identify key historical documents and their importance to the development of the United States.
- Describe how the United States grew and changed over time.
- Explain how selected celebrations show American values like freedom and individualism.
- Discuss how holidays reflect both local and national heritage.
- Identify major holidays and explain how different people celebrate them.
- Explain why certain holidays have historical significance.

Unit Enduring Understandings:

Students will know...

- Native Americans, including the Lenni Lenape of New Jersey, were the first people to live in America.
- A tradition is a special way of doing things that is passed down through generations.
- Explorers traveled from Europe to learn about new places like America.
- A colony is a settlement ruled by another country where colonists live.
- Native Americans taught the Pilgrims how to fish, hunt, and grow food to survive.
- Important figures like George Washington, Thomas Jefferson, and Benjamin Franklin helped shape the United States.
- The Mayflower Compact, Declaration of Independence, Constitution, and Bill of Rights are key documents in America's history.
- Pioneers are people who leave their homes to settle in new lands.
- An immigrant is someone who moves from one country to live in another.

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- Labor Day honors the contributions of working people in our country.
- Thanksgiving remembers the shared feast between Pilgrims and Native Americans.
- Martin Luther King Jr. Day celebrates his role in changing laws to promote equal rights.
- Presidents' Day honors the leadership of George Washington and Abraham Lincoln.
- Memorial Day is a day to remember soldiers who died for the country.
- Independence Day celebrates the birthday of the United States.

Unit Essential Questions:

- What is a Native American?
- What are traditions?
- What is an explorer?
- What is a colony?
- How did Native Americans help the Pilgrims?
- Who are some key historical people and what documents helped shape the nation?
- What is a pioneer?
- What is an immigrant?
- What is Labor Day?
- What is Thanksgiving?
- What is Martin Luther King Jr. Day?
- What is Presidents' Day?
- What is Memorial Day?
- What is Juneteenth?
- What is Independence Day?

Instructional Plan

- Read Alouds and Mentor Texts
 - **Where Did Your Family Come From? A Book About Immigrants by Melvin and Gilda Berger**
 - Frank's Great Museum Adventure by Rod Clement
 - Museums by Jason Cooper
 - **Covered Wagons, Bumpy Trails by Verla Kay**
 - **Grandmother's Dreamcatcher by Becky Ray McCain**
 - **Who Came Down That Road? by George Ella Lyon**
 - How Chipmunk Got His Stripes: A Tale of Bragging and Teasing by Joseph Bruchac and James Bruchac
 - Red Flower Goes West by Ann Turner
 - Labor Day by Carmen Bredeson
 - Thanksgiving is for Giving Thanks by Margaret Sutherland and Sonja Lamut
 - What is Thanksgiving? by Michelle Medlock Adams
 - In November by Cynthia Rylant
 - **A Picture Book of Martin Luther King, Jr. by David A. Adler**
 - **Martin Luther King, Jr. by Pam Parker**

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- Celebrating Presidents' Day by Kimberly Jordano
- Presidents' Day by David F. Marx
- Memorial Day by Jacqueline S. Cotton
- Memorial Day Surprise by Theresa Golding
- Apple Pie 4th of July by Janet S. Wong
- Tree of Cranes by Allen Say
- Independence Day by Trudy Stain Trueit The Fourth of July Story by Ashley Dagliess
- Juneteenth Jamboree by Carole Boston Weatherford
- Under the Same Sun by Sharon Robinson
- The Butterfly by Patricia Polacco
- One Candle by Eve Bunting
- Brainpop Jr. Videos
 - Iroquois
 - Cherokee
 - Thanksgiving
 - George Washington
 - Martin Luther King, Jr.
 - President's Day
- Scholastic Weekly Readers (topics vary yearly)
- Geodes
 - Full Sail Ahead: A Viking Story
- Leveled Readers (RAZ Kids)
 - I am Thankful
 - Carlos' First Thanksgiving
 - Meeting Father in Plymouth
 - The Story of the Mayflower
- Pebble Go
 - Past and Present
 - Johnny Appleseed
 - Christopher Columbus
 - Juneteenth
 - Independence Day
 - Martin Luther King Jr. Day
 - Labor Day
 - Memorial Day
 - Thanksgiving
 - Hanukkah
 - Passover
 - Columbus Day
- Other vetted online resources, videos and printables.

The teacher and students will discuss and analyze the importance of cultural celebration of our heritage, people and places in history. The teacher will use the standards, suggested resources, assessments, and modifications to meet the needs of all students.

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Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/Rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands-on worksheets and assignments
- Exit Tickets

Summative Assessments:

- Teacher-made Assessments
- Pebble Go Assessments

Benchmark Assessment:

- End of Unit Assessment

Alternative Assessments:

- Based on IEP or 504, as needed

Performance Tasks:

- Hands-on Exploration Learning Projects
- Community Helper Dioramas
- Our Class is a Family Rule Schoolhouse Project

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, pictures, and real objects (maps, artifacts, photos).
- Provide graphic organizers and simple outlines.
- Pre-teach and review key vocabulary.
- Pair students with a “learning buddy” for support.
- Provide preferential seating.
- Use movement or gestures to reinforce vocabulary.
- Allow extra time for tasks and assessments.

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- Provide small-group or one-on-one support.
 - Accept oral or dictated answers in place of written work.
 - Use large-print or digital text with audio support.
 - Provide scribes or augmentative communication devices if needed.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extra time for assignments/tests.
 - Offer small-group or quiet settings for tasks.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide large-print, Braille, or digital text with audio features.
 - Allow use of scribes or communication devices when required.
-

Students at Risk of School Failure

- Provide extended time for assignments and tests.
 - Reduce the number of questions on assessments.
 - Provide a copy of notes or visual study guides.
 - Pre-teach key vocabulary and concepts.
 - Assign peer tutoring or a learning buddy.
 - Provide preferential seating.
 - Offer frequent teacher check-ins and encouragement.
-

Gifted and Talented

- Ask open-ended questions to encourage deeper thinking.
 - Use Bloom's Taxonomy prompts (analyze, evaluate, create).
 - Encourage discovery through independent projects or research.
 - Offer interest-based extension activities.
 - Provide advanced reading materials or enrichment texts.
 - Use "why" and "what if" questions to foster inquiry.
 - Provide choice in projects and activities.
 - Offer enrichment centers, simulations, or problem-solving tasks.
 - Allow opportunities for presentations or class leadership roles.
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Provide small-group instruction with language supports.
 - Allow extra time for assignments and assessments.
 - Accept oral responses.
 - Pre-teach vocabulary using pictures, gestures, and realia (maps, globes, objects).
 - Label classroom items and visuals to support comprehension.
 - Use sentence frames for discussions (e.g., “I think ___ because ___”).
 - Provide picture glossaries for social studies terms.
-

Diversity and Inclusion

- Respect and include cultural traditions and perspectives in lessons.
- Involve families in projects and learning activities.
- Provide alternative assignments when appropriate.
- Use visuals, word walls, and simple, clear language.
- Assign peer support when needed.
- Collaborate with language specialists and support staff.
- Encourage families to maintain home language while learning English.
- Establish positive parent-school communication.
- Use closed captioning for videos when available.
- Break down complex concepts with outlines or road maps.
- Allow sufficient wait time for student responses.
- Create a nurturing environment with clear routines.

Supplemental Resources

Instructional Materials:

- Read Alouds and Mentor Texts
- Scholastic Weekly Reader

Supplemental Materials:

- Geodes
- BrainPop Jr
- Pebble Go:

Intervention Materials

- Reading A-Z

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- Vocabulary List
- Anchor Charts
- Think Pair Share
- Stations
- Choice Board

Intervention Strategies

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace.

Teacher Notes

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| Teacher Notes |
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**OCEAN ACADEMY CHARTER SCHOOL
Unit 3 Overview**

Content Area: Social Studies

Unit Title: Geography Our Earth/Economics
Connecting to the World

Duration: 30 Days

Target Course/Grade Level: 1

Introduction/Unit Focus:

In this unit, students will explore the Earth and learn about the people, plants, and animals that live here. They will discover how natural resources from the Earth help meet our basic needs and why it is important to protect and conserve these resources. Students will use maps and

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globes to understand different landforms and learn how tools like the compass rose, map key, and map scale help us read maps better. They will also learn how the changing seasons and Earth's resources affect our daily lives.

This unit will introduce students to the ways people work to earn money to buy the things they need and want. They will learn about producers and consumers, and how trade helps provide more products and services. Students will also explore how people make choices about spending and saving money. Finally, they will understand how science and technology have changed the way we communicate, travel, and enjoy recreation.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

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Disciplinary Concepts and Core Ideas

Geography, People and the Environment: Human Population Patterns

Geography, People and the Environment: Spatial Views of the World

Geography, People and the Environment: Human Environment Interaction

Geography, People and the Environment: Global Interconnections

Economics, Innovation, and Technology: Economic Ways of Thinking

Economics, Innovation, and Technology: Exchange and Markets

Economics, Innovation, and Technology: National Economy

Economics, Innovation, and Technology: Global Economy

Civics, Government, and Human Rights: Participation and Deliberation

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human

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| | <p>experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies</p> |
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| Seeking Diverse Perspectives | <p>Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p> |
| Developing Claims and Using Evidence | <p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p> |
| Presenting Arguments and Explanations | <p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and</p> |

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| | engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry. |
| Engaging in Civil Discourse and Critiquing Conclusions | Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus. |
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| Focus Standards (Major Standards) https://www.nj.gov/education/cccs | |
| Core Idea | Performance Expectation |
| Physical and human characteristics affect where people live (settle). | <ul style="list-style-type: none"> ➤ 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). |
| Individuals make decisions based on their needs, wants, and the availability of resources. | <ul style="list-style-type: none"> ➤ 6.1.2.EconET.1: Explain the difference between needs and wants. ➤ 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. |
| Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. | <ul style="list-style-type: none"> ➤ 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. ➤ 6.1.2.HistoryUP.3: Use examples from the |

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past and present to describe how stereotyping and prejudice can lead to conflict.

New Jersey Student Learning Standards: Interdisciplinary Connections

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 - RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
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 - W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- Speaking and Listening
 - SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 -
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
 - SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 - SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

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New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

| Core Ideas | Performance Expectations (Identified with Standard Number and statement) |
|---|--|
| Financial Psychology: External factors can influence the items that an individual wants or needs. | 9.1.2.FP.2: Differentiate between financial wants and needs. |
| Technology Literacy: Digital tools have a purpose. | 9.4.2.TL.4: Navigate a virtual space |
| Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences. | 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). |
| Information and Media Literacy: Digital tools can be used to display data in various ways | 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10) |
| Critical Thinking and Problem-solving Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. | <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> |

New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

| Core Ideas | Performance Expectations (Identified with Standard Number and Statement) |
|--|--|
| Technology has changed the way people live and work. | 8.2.2.ITH.3: Identify how technology impacts or improves life. |
| Various tools can improve daily tasks and quality of life | 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. |
| The availability of technology for essential tasks varies in different parts of the world | 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. |
| The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have | <p>8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.</p> <p>8.2.2.ETW.2: Identify the natural resources needed to create a product.</p> <p>8.2.2.ETW.3: Describe or model the system used for recycling technology.</p> <p>8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global</p> |

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| | |
|---|--|
| negative effects on the environment, its quality, and inhabitants. | environment. |
| Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions Limitations (constraints) must be considered when engineering designs. | 8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design Process. 8.2.2.ED.4: Identify constraints and their role in the engineering design process |

| New Jersey Student Learning Standards: Climate Change Mandate | |
|--|--|
| Core Ideas | Performance Expectations (Identified with Standard Number and Statement) |
| ➤ Physical and human characteristics affect where people live (settle). | ➤ 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). |
| ➤ Environmental characteristics influence the how and where people live. | ➤ 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. |

| Knowledge and Skills |
|---|
| <p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Use a map and globe to locate the United States and its neighboring countries. ➤ Identify the oceans and the seven continents on a globe and maps. ➤ Recognize major landforms and bodies of water on maps and globes. ➤ Understand and use a compass rose, map key, and map scale. |

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- Differentiate between weather and seasons vocabulary.
- Describe how weather influences daily activities.
- Explain what natural resources are and how people depend on them for basic needs.
- Describe how people have changed the Earth and identify ways to protect it.
- Illustrate ways to conserve and replenish natural resources.
- Understand that people work to earn money and help others.
- Identify needs and wants and explain choices related to earning money.
- Explain how people decide to spend or save money.
- Distinguish between goods and services.
- Define producers and consumers, and differentiate between producing and consuming.
- Trace the process of making goods from natural resources to finished products.
- Understand and participate in trade.
- Explain how science and technology have changed communication, transportation, and recreation.
- Explain why people work.
- List examples of needs and wants and discuss choices people make when earning, saving, and spending money.
- Define goods, services, producers, and consumers.
- Sequence the creation of finished goods from natural resources.

Unit Enduring Understandings:

Students will know...

- Our country is made up of states and capitals, and the world has seven continents and four oceans.
- Different landforms and bodies of water make up our country's geography.
- Geography helps us learn about the Earth, people, plants, and animals living here.
- The four seasons—summer, fall, winter, and spring—affect our daily lives.
- Natural resources come from nature and are used by people.
- We can protect the Earth by recycling and making careful choices.
- A tax is money people pay to support community workers and services.
- Volunteers perform important jobs without payment.
- Needs are essential for living (like shelter); wants are things people would like but do not need.
- Goods are items made or grown; services are tasks people do for others.
- Producers make or grow goods to sell, while consumers use goods. Everyone is a consumer.
- A factory is a building where goods are made.
- Trade involves exchanging items and occurs between countries through various routes.
- Technology makes tasks faster, easier, or better.
- People work to earn money and support themselves and others.

Unit Essential Questions:

- What are key features of our country and the world?

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- What landforms make up our country?
- How does geography help me understand the world?
- What are the four seasons, and how do they affect us?
- What is a natural resource, and how do we use it?
- How can we protect the Earth?
- What is a tax, and why do we pay it?
- What is a volunteer?
- What are needs and wants?
- What are goods and services?
- Who are producers and consumers?
- What is a factory?
- What is trade?
- What is technology?
- Why do people work?

Instructional Plan

- Read Alouds and Mentor Texts
 - Our Earth by Anne Rockwell
 - Me on the Map by Joan Sweeney
 - The Reason for Seasons by Gail Gibbons
 - The Earth Book by Todd Parr
 - The Earth and I by Frank Asch
 - **The Lorax by Dr. Seuss**
 - The Night Worker by Kate Banks
 - E-Mail by Larry Dane Brimner
 - **Market Day by Lois Ehlert**
 - **A Busy Day at Mr. Kang's Grocery Store by Alice K. Flanagan**
 - Joseph Had a Little Overcoat by Simms Taback
 - Click Clack Moo: Cows that Type by Doreen Cronin
 - Trashy Town by Andrea Zimmerman
 - The Berenstain Bears Trouble with Money by Stan and Jan Berenstain
 - Arthur's Pet Business by Marc Brown
 - If You Give a Mouse a Cookie by Lauren Numeroff
- Brainpop Jr. Videos
 - Reading Maps
 - Needs and Wants
 - Seasons
 - Landforms
 - Sun
 - Moon
 - Land
- Scholastic Weekly Readers (topics vary yearly)

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- Geodes
 - Super Spiny Mouse
 - Thorny Devil
 - Seed Scatter
 - A Growing Wind
 - Wind Giants
 - Soaring
- Leveled Readers (RAZ Kids)
 - Following the Map by Keith & Sarah Kortemartin
 - The Ocean by Katalina Page
 - How Is the Weather Today? by Cheryl Ryan
 - I Save Money by Simon A. Evey
 - Amazing Places to Work by Elizabeth Jane Pustilnik
- Pebble Go
 - Continents
 - Countries
 - Landforms
 - Consumers and Producers
 - Seasons
 - Needs and Wants
 - **Jobs in the Community**
 - Technology

The teacher and students will discuss and analyze the importance of geography and how our Earth tells about the people, plants and animals. Maps, globes, and Earth's seasons help us learn about our Earth's landforms and bodies of water. By working together, people get the things they need and want, some people are producers, but not all are consumers, and products and services are available through trade. The teacher will use the standards, suggested resources, assessments, and modifications to meet the needs of all students.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/Rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands-on worksheets and assignments
- Exit Tickets

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Summative Assessments:

- Teacher-made Assessments
- Pebble Go Assessments

Benchmark Assessment:

- End of Unit Assessment

Alternative Assessments:

- Based on IEP or 504, as needed

Performance Tasks:

- Hands-on Exploration Learning Projects
- Community Helper Dioramas
- Our Class is a Family Rule Schoolhouse Project

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
 - Use visuals, pictures, and real objects (maps, artifacts, photos).
 - Provide graphic organizers and simple outlines.
 - Pre-teach and review key vocabulary.
 - Pair students with a “learning buddy” for support.
 - Provide preferential seating.
 - Use movement or gestures to reinforce vocabulary.
 - Allow extra time for tasks and assessments.
 - Provide small-group or one-on-one support.
 - Accept oral or dictated answers in place of written work.
 - Use large-print or digital text with audio support.
 - Provide scribes or augmentative communication devices if needed.
-

Students with 504 Plans

- Follow the 504 plan.
- Provide extra time for assignments/tests.
- Offer small-group or quiet settings for tasks.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital text with audio features.

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- Allow use of scribes or communication devices when required.
-

Students at Risk of School Failure

- Provide extended time for assignments and tests.
 - Reduce the number of questions on assessments.
 - Provide a copy of notes or visual study guides.
 - Pre-teach key vocabulary and concepts.
 - Assign peer tutoring or a learning buddy.
 - Provide preferential seating.
 - Offer frequent teacher check-ins and encouragement.
-

Gifted and Talented

- Ask open-ended questions to encourage deeper thinking.
 - Use Bloom’s Taxonomy prompts (analyze, evaluate, create).
 - Encourage discovery through independent projects or research.
 - Offer interest-based extension activities.
 - Provide advanced reading materials or enrichment texts.
 - Use “why” and “what if” questions to foster inquiry.
 - Provide choice in projects and activities.
 - Offer enrichment centers, simulations, or problem-solving tasks.
 - Allow opportunities for presentations or class leadership roles.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Provide small-group instruction with language supports.
 - Allow extra time for assignments and assessments.
 - Accept oral responses.
 - Pre-teach vocabulary using pictures, gestures, and realia (maps, globes, objects).
 - Label classroom items and visuals to support comprehension.
 - Use sentence frames for discussions (e.g., “I think ___ because ___”).
 - Provide picture glossaries for social studies terms.
-

Diversity and Inclusion

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- Respect and include cultural traditions and perspectives in lessons.
- Involve families in projects and learning activities.
- Provide alternative assignments when appropriate.
- Use visuals, word walls, and simple, clear language.
- Assign peer support when needed.
- Collaborate with language specialists and support staff.
- Encourage families to maintain home language while learning English.
- Establish positive parent-school communication.
- Use closed captioning for videos when available.
- Break down complex concepts with outlines or road maps.
- Allow sufficient wait time for student responses.
- Create a nurturing environment with clear routines.

Supplemental Resources

Instructional Materials:

- Read Alouds and Mentor Texts
- Scholastic Weekly Reader

Supplemental Materials:

- Geodes
- BrainPop Jr
- Pebble Go:

Intervention Materials

- Reading A-Z
- Vocabulary List
- Anchor Charts
- Think Pair Share
- Stations
- Choice Board

Intervention Strategies

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

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Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace.

Teacher Notes