



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

First Grade Social Studies

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Burch Charter School of Excellence

1st Grade Social Studies Model Curriculum Overview

Unit 1: Rules and Laws

Instructional Days: 20

This unit will teach students about the communities to which they belong. They will learn how people interact and work together to fulfill the common good of a community. They will discuss the fact that bullying is not respectful and does not promote the common good of any community. They will learn ways to resolve conflicts in a peaceful manner that assists all people involved. These tools will allow them to properly handle conflicts throughout the year.

This unit is based on 6.1.2.CivicsPR.2 and 6.1.2.CivicsPR.4

Unit 2: Cultural Identity

Instructional Days: 20

In this unit, students will learn more specifically about the people who live on different continents by studying the cultures of all the students in the class. They will also study the celebrations of their classmates and learn how time and geography have had an impact on those cultures and celebrations. In the end, the students will develop a deeper appreciation for the differences that exist around the world and the people who exhibit those differences.

This unit is based on 6.1.2.CivicsCM.3 and 6.1.2.CivicsDP.1

Unit 3: Making Changes- Past & Present

Instructional Days: 20

This unit will address how the world has changed over time. Understanding our past helps us to navigate the future. Students will begin by looking at themselves on a timeline so they can see how they have changed in just 6 years. Using this, students will begin to broaden their understanding of how people from the past made changes that affect and improve our lives today. Students will be empowered to make changes for themselves and their community through lessons, class discussions, and service learning projects.

This unit is based on 6.1.2.HistoryCC.1 and 6.1.2.HistoryCC.3

Unit 4: Our Place in the World

Instructional Days: 20

In this unit, students will be introduced to using tools like maps and globes to locate different places in our community and world. Students will explore how landforms, climate, and resources affect where and how people live and work to meet their needs, and how people adapt to and modify their environment.

This unit is based on 6.1.2.Geo.SV.2 and 6.1.2.Geo.HE.1

Grade: First		Content: Social Studies	
Unit 1: Rules and Laws		Time Frame: 20 days	
Social Studies NJ Learning Standards & Essential Questions	Skills		I Can Statements
6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. Essential Question: Why must we follow rules and laws?	<ul style="list-style-type: none"> • Show good citizenship by helping others, following rules, and working well with others. • Determine what makes a good rule or law and apply this understanding to rules and laws in the school and community. 		<ul style="list-style-type: none"> • I can be a good citizen. • I can identify rules and laws at home, at school, and in the community.
6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. Essential Question: Why is equality important?	<ul style="list-style-type: none"> • Respect others and make contributions to the school and community. • Understand the benefits of rules and laws at home, at school, and in the community. • Explain why rules need to be fair. 		<ul style="list-style-type: none"> • I can be helpful, respectful and cooperate with others. • I can make meaningful connections to personal experiences.

Differentiated Instruction <i>(content, process, product and learning environment)</i>	
At Risk Students	English Language Learners
<u>Modifications for Classroom</u> Pair visual prompts with verbal presentations Use of lab or experiments to give visual representation of concept	<u>Modifications for Classroom</u> Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

<p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p>Special Education</p>	<p>Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p>	<p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p>

<p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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Grade: First		Content: Social Studies	
Unit 2: Cultural Identity		Time Frame: 20 days	
Social Studies NJ Learning Standards & Essential Questions	Skills		I Can Statements
<p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>Essential Question:</p> <p>How does diversity make the community a better place?</p>	<ul style="list-style-type: none"> • Identify diversity in our community. • Explain that different cultures in the world have different foods, clothing, languages, and homes. • Compare and Contrast people, cultures, schools and families. 		<ul style="list-style-type: none"> • I can respect and accept qualities that makes others unique. • I can tell how families are alike and different.
<p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>Essential Question:</p> <p>What is the significance of American holidays and symbols?</p>	<ul style="list-style-type: none"> • Identify and describe the meaning of American symbols, monuments, and songs. • Understand our national holidays and celebrations reflect our national culture and honor people/events. 		<ul style="list-style-type: none"> • I can explain why we celebrate national holidays and heroes. • I can identify people, past and present, who are associated with our national holidays.

Differentiated Instruction (content, process, product and learning environment)	
At Risk Students	English Language Learners
<u>Modifications for Classroom</u>	<u>Modifications for Classroom</u>
Pair visual prompts with verbal presentations	Native Language Translation

<p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>(peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p style="text-align: center;">Special Education</p>	<p style="text-align: center;">Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level</p>

<p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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Grade: First		Content: Social Studies	
Unit 3: Making Changes- Past & Present		Time Frame: 20 days	
Social Studies NJ Learning Standards & Essential Questions	Skills		I Can Statements
<p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>Essential Question: How does life change throughout history?</p>	<ul style="list-style-type: none"> • Explain how key events led to the creation of what we have today. • Determine how local and state communities have changed over time, and explain the reasons for changes. 		<ul style="list-style-type: none"> • I can use evidence to draw conclusions about the past. • I can tell some things that changed, and some things remained the same over time. Ex: communities, transportation, communication, technology etc.
<p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>Essential Question: How have the actions of people in the past affected the present?</p>	<ul style="list-style-type: none"> • Trace how the American identity evolved over time. • Understand that communities are shaped by people's actions. • Identify changes in technology and how they affect the way people live. 		<ul style="list-style-type: none"> • I can order events in time. • Identify different types of primary sources.

Differentiated Instruction (content, process, product and learning environment)	
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<p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
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Special Education	Gifted and Talented
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<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p>	<p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p>
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<p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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Grade: First		Content: Social Studies	
Unit 4: Our Place in the World		Time Frame: 20 days	
Social Studies NJ Learning Standards & Essential Questions	Skills		I Can Statements
<p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>Essential Question: What can maps, globes and other tools teach us about places?</p>	<ul style="list-style-type: none"> • Compare and contrast information that can be found on different types of maps and determine how the information may be useful. • Identify and describe the relative location of places in the school and community. 		<ul style="list-style-type: none"> • I can locate and identify places on a map. • I can use symbols and features on maps to navigate. • I can use direction words to say where we are.
<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> <p>Essential Question: How do climate and geography affect daily life?</p>	<ul style="list-style-type: none"> • Describe how location, weather, and physical environment affect the way people live in a community. • Understand that our geography and climate influence our family and community life. 		<ul style="list-style-type: none"> • I can compare weather climates to environments around the world. • I can study the effect of environment on human activity.

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First Grade Social Studies Resources

www.KidRex.org

<https://kahoot.com/>

<https://quizlet.com/>

www.brainpopjr.com

www.turtlediary.com

www.mobymax.com

www.google.com/maps

www.pearsonrealize.com

www.storylineonline.com

www.bensguide.gpo.gov

www.kids.nationalgeographic.com

www.YouTube.com for educational videos

www.Education.com for educational activities

Books about family, home, school, rules, community, environment, history and culture.