

# Social Studies Grade 1

Curriculum Writers: Terrie Kovolyan and Christina Squatrito

TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>1. TOPIC 1- Living and Working Together in Families and Communities, Now and Long Ago</p> <p>1.1 Family life now and in the recent past; family life in various places long ago.</p>	<p>The student understands family life now and in the recent past; family life in various places long ago by: (1A)</p> <p>1.1.1 Investigating a family history for at least two generations identifying various members and their connections., e.g. <a href="#">family member project</a></p> <p>1.1.2 Drawing possible conclusions about roles, jobs, schooling experiences, and other aspects of family life in the recent past. e.g. <a href="#">photos and interviews</a></p> <p>1.1.3 Comparing and contrasting family life now with family life over time and between various cultures and considering such things as:</p> <ul style="list-style-type: none"> <li>homes</li> <li>transportation e.g. <a href="#">The Little House</a>, <a href="#">Cherry Pies and Lullabies</a></li> </ul> <p>The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values by: (1B)</p> <p><b>GSEs:</b></p> <ul style="list-style-type: none"> <li>C &amp; G 1(K-2)-1 a</li> <li>C &amp; G 1(K-2)-1 b</li> </ul>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry;</li> <li>involving exploration of open questions that challenge students' thinking;</li> <li>involving students in active participation in the classroom and the wider community;</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading,</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">Map Essentials</a></li> <li><a href="#">Families in Many Cultures, H Adamson</a></li> <li><a href="#">In My Family, C. Lomas Garza</a></li> <li><a href="#">Diwali, T. Trueit</a></li> <li><a href="#">Flag Day, M. Ansary</a></li> <li><a href="#">Celebrate Independence Day, M. Garland</a></li> <li><a href="#">Memorial Day, M. Ansary</a></li> <li><a href="#">Veteran's Day, M. Ansary</a></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="#">www.unitedstreaming.com</a></li> <li><a href="#">www.ridoe.net</a></li> <li><a href="#">www.ride.ri.gov/instruction/curriculum</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> <li>Before: <ul style="list-style-type: none"> <li>RAT (R-7, R-13)</li> <li>SQ3R</li> </ul> </li> <li>During: <ul style="list-style-type: none"> <li>two column notes (R-7, R-13)</li> <li>Reciprocal Teaching</li> <li>graphic organizers</li> <li>QAR</li> </ul> </li> <li>After: <ul style="list-style-type: none"> <li>summarizing (R-7, R-13)</li> <li>5-3-1</li> </ul> </li> </ul>

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	<p>1.1.4 Explaining the ways that families long ago conveyed traditions, literature, songs, art, community celebrations, mementos, food, and language, e.g. parades and holidays</p> <p>1.1.5 Identifying rules and consequences for them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules C &amp; G 1 (K-2)-1 a</p> <p>1.1.6 Evaluating the rules in different settings (e.g., <i>Is this a good rule and why/why not?</i>) C &amp; G 1 (K-2)-1 b</p>	<p>writing, observing, discussing, and debating;</p> <ul style="list-style-type: none"> <li>building upon students' prior knowledge; exploring a full range of culture found in America;</li> </ul> <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> <li><b>graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li><b>two column note taking</b></li> <li>5-3-1</li> <li>QAR</li> <li>Read around the text</li> </ul> <p>Addresses multiple intelligences (instructional strategies)</p>	<p><u>School library resources</u></p> <p><u>Community</u></p>	<ul style="list-style-type: none"> <li>Vocabulary e.g. Frayer model, Kim</li> <li>Text Structure (identify and write) (R13)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>compare/contrast</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing - report (W-4)</li> </ul>
<p>1. TOPIC 1- Living and Working Together in Families and Communities, Now and Long Ago</p>	<p>The student understands the history of his or her local community by: (2A)</p> <p><b>GSEs:</b></p> <ul style="list-style-type: none"> <li>C &amp; G 1 (K-2)-1 c</li> <li>C &amp; G 1 (K-2)-2 a</li> <li>C &amp; G 1 (K-2)-2b</li> <li>C &amp; G 2 (K-2)-2 c</li> <li>C &amp; G 3(K-2)-1 a</li> <li>C &amp; G 3 (K-2)-2 a</li> <li>C &amp; G 3 (K-2)-2c</li> <li>C &amp; G 4 (K-2)-1 a</li> <li>C &amp; G 4 (K-2)-3 a</li> <li>C &amp; G 5(K-2)-3 a</li> <li>HP 1 (K-2)-1a</li> <li>HP 1 (K-2)-1b</li> </ul>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> </ul>	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> <li><a href="#">Map Essentials</a></li> <li><a href="#">Who's Who In Suburban Community, J. Miller</a></li> <li><a href="#">Who's Who in a Neighborhood, J. Miller</a></li> <li><a href="#">The Bank, D. Armentrout</a></li> <li><a href="#">The Post Office, D. Armentrout</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <p><b><u>SUGGESTED</u></b></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p>

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<p>1.2 The history of students' own local community and how communities in North America varied long ago.</p> <p><i>How are the needs and wants met within our community?</i></p> <p><i>How can we be good citizens in our neighborhood and town?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">HP 2 (K-2)-1a</a></li> <li>• <a href="#">HP 2 (K-2)-2a</a></li> <li>• <a href="#">HP 3 (K-2)-2a</a></li> </ul> <p>1.2.1 Distinguishing between needs and wants (NCSS 7B)</p> <p>1.2.2 Exploring resources that are available in the local community , e.g. the post office</p> <p>1.2.3 Giving examples of the various institutions that make up economic systems, e.g.:</p> <ul style="list-style-type: none"> <li>• families</li> <li>• workers</li> <li>• banks</li> <li>• small businesses (NCSS 7E)</li> </ul> <p>1.2.4 Describing how we depend upon workers with specialized jobs, e.g. how workers contributed to the production and exchange of goods and services (community helpers) (NCSS 7E)</p> <p>1.2.5 Explaining and demonstrating the role of money in everyday life (NCSS 7G)</p> <p>1.2.6 Identifying historical figures in the local community (<a href="#">King Philip</a>, <a href="#">Massasoit</a>, <a href="#">Roger Williams</a>) and explain their contributions and significance.</p>	<ul style="list-style-type: none"> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry;</li> <li>• involving exploration of open questions that challenge students'</li> </ul>	<ul style="list-style-type: none"> <li>o <a href="#">Carpenters, J. Freese</a></li> <li>o <a href="#">Community Helpers at Work, Capstone Press</a></li> <li>o <a href="#">Sarah Morton's Day</a></li> <li>o <a href="#">Samuel Eaton's Day</a></li> <li>o <a href="#">Tapenum's Day</a></li> <li>o <a href="#">Citizenship, J. Richecky</a></li> <li>o <a href="#">Bernstein Bears Think of Those in Need</a></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LCD projectors</a></li> <li>• <a href="#">Computer lab</a></li> <li>• <a href="#">www.unitedstreaming.com</a></li> <li>• <a href="#">www.ridoe.net</a></li> <li>• <a href="#">www.ridoe.gov/instruction/curriculum</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <a href="#">atlas</a></li> <li>• <a href="#">classroom pull-down maps</a></li> <li>• <a href="#">globe</a></li> </ul>	<p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Research project</b>, e.g. Native American ,plaster mask, body backboard, I'm from Poem</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>• Before:             <ul style="list-style-type: none"> <li>o RAT (R-7, R-13)</li> <li>o SQ3R</li> </ul> </li> <li>• During:             <ul style="list-style-type: none"> <li>o two column notes (R-7, R-13)</li> <li>o Reciprocal Teaching</li> <li>o graphic organizers</li> <li>o QAR</li> </ul> </li> <li>• After:             <ul style="list-style-type: none"> <li>o summarizing (R-7, R-13)</li> <li>o 5-3-1</li> </ul> </li> <li>• Vocabulary e.g. Frayer model, Kim</li> <li>• Text Structure (identify and write) (R13)             <ul style="list-style-type: none"> <li>o cause/effect</li> <li>o sequence</li> <li>o description</li> <li>o problem/solution</li> <li>o compare/contrast</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p>

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	<p><b>The student understands how communities in North America varied long ago by: (2B)</b></p> <p>1.2.7 Exploring the development and daily life of Colonial communities using a variety of sources, e.g. Plimouth Plantations (through i.e. discussion, literature, Reader's Theater)</p> <p>1.2.8 Examining the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class, e.g. school rules (NCSS 6A)</p> <p>1.2.9 Explaining the purposes of government, e.g. community leaders (NCSS 6B)</p> <p>1.2.10 Giving examples of how government does or does not provide for needs and wants of people, establish order and security, e.g. community helpers (NCSS 6C)</p> <p>1.2.11 Recognizing how groups and organizations encourage unity and deal with diversity to maintain order and security (NCSS 6D)</p> <p>1.2.12 Exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community C &amp; G 1 (K-2)-1 c</p>	<p>thinking;</p> <ul style="list-style-type: none"> <li>involving students in active participation in the classroom and the wider community;</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating;</li> <li>building upon students' prior knowledge; exploring a full range of culture found in America;</li> </ul> <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> <li><b>graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify</li> </ul>	<p><u>School library resources</u></p> <p><u>Community</u></p>	<p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing - report (W-4)</li> </ul>

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	<p>1.2.13 Identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good C &amp; G 1 (K-2)-2 a</p> <p>1.2.14 Recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain C &amp; G 1 (K-2)-2b</p> <p>1.2.15 Identifying individual roles in a group and acting as a productive member of a group C &amp; G 2 (K-2)-2 c</p> <p>1.2.16 Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others C &amp; G 3(K-2)-1 a</p> <p>1.2.17 Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials) C &amp; G 3 (K-2)-2 a</p> <p>1.2.18 Identifying feelings and situations that lead to conflict and describing ways people solve problems effectively C &amp; G 3 (K-2)-2c</p>	<p>organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <ul style="list-style-type: none"> <li>• two column note taking</li> <li>• 5-3-1</li> <li>• QAR</li> <li>• Read around the text</li> </ul> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>		

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	<p>1.2.19 Identifying forms of civic participation (e.g., voting, conducting a survey) C &amp; G 4 (K-2)-1 a</p> <p>1.2.20 Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions-each picks up one piece of trash, recycle, plan a clean-up day, etc.) C &amp; G 4 (K-2)-3 a</p> <p>1.2.21 Listing the pros and cons of personal decisions (e.g., littering, recycling) C &amp; G 5(K-2)-3 a</p> <p>1.2.22 Identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., <i>What would this artifact tell us about how people lived?</i>) HP 1 (K-2)-1a</p> <p>1.2.23 Distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances) HP 1 (K-2)-1b</p> <p>1.2.24 Recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments) HP 2 (K-2)-1a</p>			

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	<p>1.2.25 Describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events) HP 2 (K-2)-2a</p> <p>1.2.26 Using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present. HP 3 (K-2)-2a</p>			
<p><b>TOPIC 2 - The History of Students' Own State or Region</b></p> <p>2.1 The people, events, problems, and ideas that created the history of their state.</p>	<p><b>The student understands the various other groups from regions throughout the world who came into the his or her own state or region over the long-ago and recent past by: (3C)</b></p> <p>2.1.1 Using a variety of sources to identify the groups that have come into the state or region and to explore why they came e.g. <a href="#">Native Americans</a>, <a href="#">Pilgrims</a></p> <p>2.1.2 Describing the problems, including prejudice and intolerance, as well as the opportunities that various groups who have lived in their state or region have experienced. e.g. <a href="#">Rosa Parks</a>, <a href="#">Ruby Bridges</a>, <a href="#">Dr. Martin Luther King</a></p> <p><b>The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity by: (3E)</b></p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH - SEE PAGE 1</u></b></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">Map Essentials</a></li> <li><a href="#">Sarah Morton's Day</a></li> <li><a href="#">Samuel Eaton's Day</a></li> <li><a href="#">Tapenum's Day</a></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ridoe.net">www.ridoe.net</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <p><b><u>SUGGESTED</u></b></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p><b>Research project</b>, e.g. Native American ,plaster mask, body</p>

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	<p>2.1.3 Using a variety of sources to identify symbols, slogans, or mottoes to understand why they represent the state. e.g. <a href="#">coins</a>, <a href="#">Roger Williams Park</a>, <a href="#">Ocean State</a></p>	<ul style="list-style-type: none"> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in America;</li> </ul>	<p><u>School library resources</u></p> <p><u>Community</u></p>	<p>backboard, I'm from Poem</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before:             <ul style="list-style-type: none"> <li>RAT (R-7, R-13)</li> <li>SQ3R</li> </ul> </li> <li>During:             <ul style="list-style-type: none"> <li>two column notes (R-7, R-13)</li> <li>Reciprocal Teaching</li> <li>graphic organizers</li> <li>QAR</li> </ul> </li> <li>After:             <ul style="list-style-type: none"> <li>summarizing (R-7, R-13)</li> <li>5-3-1</li> </ul> </li> <li>Vocabulary e.g. Frayer model, Kim</li> <li>Text Structure (identify and write) (R13)             <ul style="list-style-type: none"> <li>cause/effect</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>compare/contrast</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing - report (W-4)</li> </ul>

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<p>3. TOPIC 3 - The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage</p> <p>3.1 How democratic values came to be, and how they have been exemplified by people, events, and symbols.</p> <p><i>What holidays and special days are celebrated in our community?</i></p>	<p>The student understands ordinary people who have exemplified values and principles of American democracy by: (4B)</p> <p><b>GSEs:</b></p> <ul style="list-style-type: none"> <li>• C &amp; G 2(K-2)-2a</li> <li>• C &amp; G 2(K-2)-2b</li> <li>• C &amp; G 4(K-2)-2a</li> </ul> <p>3.1.1 Identifying ordinary people who have believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance., e.g. Ruby Bridges, Rosa Parks, Dr. Martin Luther King</p> <p>3.1.2 Beginning to understand the accomplishments of ordinary people in the local community (Roger Williams, soldiers) now and long ago who have done something beyond the ordinary that displays particular courage or a sense of responsibility in helping the common good.</p> <p>3.1.3 identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH - SEE PAGE 1</u></b></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students' thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> </ul>	<p><b><u>Supplementary books/material</u></b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Map Essentials</a></li> <li>○ <a href="#">Flag Day, M. Ansary</a></li> <li>○ <a href="#">Memorial Day, M. Ansary</a></li> <li>○ <a href="#">Presidents' Day, D. Sheri</a></li> <li>○ <a href="#">Vetwrans' Day M. Ansary</a></li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• LCD projectors</li> <li>• Computer lab</li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• <a href="http://www.ridoe.net">www.ridoe.net</a></li> <li>• <a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• atlas</li> <li>• classroom pull-down maps</li> <li>• globe</li> </ul> <p><b><u>School library resources</u></b></p> <p><b><u>Community</u></b></p>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Research project</b></p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>• Before:             <ul style="list-style-type: none"> <li>○ RAT (R-7, R-13)</li> <li>○ SQ3R</li> </ul> </li> <li>• During:             <ul style="list-style-type: none"> <li>○ two column notes (R-7, R-13)</li> <li>○ Reciprocal Teaching</li> <li>○ graphic organizers</li> <li>○ QAR</li> </ul> </li> <li>• After:             <ul style="list-style-type: none"> <li>○ summarizing (R-7, R-13)</li> <li>○ 5-3-1</li> <li>○</li> </ul> </li> <li>• Vocabulary e.g. Frayer model, Kim</li> </ul>

# Social Studies Grade 1

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TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
	<p>(e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day) C &amp; G 2(K-2)-2a</p> <p>3.1.4 Using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, <i>Grand Old Flag</i> represents national unity, <i>This Land is Your Land</i> represents respect for diversity) C &amp; G 2(K-2)-2b</p> <p>3.1.5 Experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern) C &amp; G 4(K-2)-2a</p> <p><b>The student understands historic figures who have exemplified values and principles of American democracy by: (4C)</b></p> <p>3.1.6 Identifying historical figures (e.g. Abraham Lincoln, George Washington) who believed in the fundamental democratic values.</p> <p>3.1.7 Exploring how historical figures in the United States and other parts of the world have advanced the rights of individuals and promoted the common good, e.g. Abraham Lincoln, George Washington, Presidents' Day, biographies</p>	<ul style="list-style-type: none"> <li>building upon students' prior knowledge; exploring a full range of culture found in America;</li> </ul>		<ul style="list-style-type: none"> <li>Text Structure (identify and write) (R13)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>compare/contrast</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing - report (W-4)</li> </ul>

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	<p><b>The student understands events that celebrate and exemplify fundamental values and principles of American democracy by: (4D)</b></p> <p>3.1.8 Describing the history of holidays, such as</p> <ul style="list-style-type: none"> <li>• Birthday of Martin Luther King Jr.</li> <li>• Presidents' Day</li> <li>• Memorial Day</li> <li>• Fourth of July</li> <li>• Labor Day</li> <li>• Veterans' Day</li> <li>• Thanksgiving,</li> </ul> <p>that celebrate the core democratic values and principles of this nation</p> <p><b>The student understands national symbols through which American values and principles are expressed by: (4E)</b></p> <p>3.1.9 Describing the history of American symbols such as the eagle, the Liberty Bell, George Washington as the "father of our country," and the national flag.</p> <p>3.1.10 Explaining why important buildings, statues, and monuments are associated with state and national history, such as the</p> <ul style="list-style-type: none"> <li>• White House</li> <li>• Lincoln Memorial</li> <li>• Statue of Liberty</li> <li>• Veteran memorials</li> </ul>			

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<p>3. TOPIC 3 - The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage</p> <p>3.3. Regional folklore and cultural contributions that helped to form our national heritage.</p>	<p>The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage by: (6A)</p> <p>3.3.1 Describing regional folk heroes, stories, or songs that have contributed to the development of the cultural history of the U.S. e.g. <a href="#">Chinese New Year</a>, <a href="#">Johnny Appleseed</a></p>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students'</li> </ul>	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> <li><a href="#">Map Essentials</a></li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li><a href="#">LCD projectors</a></li> <li><a href="#">Computer lab</a></li> <li><a href="#">www.unitedstreaming.com</a></li> <li><a href="#">www.ridoe.net</a></li> <li><a href="#">www.ride.ri.gov/instruction/curriculum</a></li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li><a href="#">atlas</a></li> <li><a href="#">classroom pull-down maps</a></li> <li><a href="#">globe</a></li> </ul> <p><u>School library resources</u></p> <p><u>Community</u></p>	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> <li>Before: <ul style="list-style-type: none"> <li>RAT (R-7, R-13)</li> <li>SQ3R</li> </ul> </li> <li>During: <ul style="list-style-type: none"> <li>two column notes (R-7, R-13)</li> <li>Reciprocal Teaching</li> <li>graphic organizers</li> <li>QAR</li> </ul> </li> <li>After: <ul style="list-style-type: none"> <li>summarizing (R-7, R-13)</li> <li>5-3-1</li> </ul> </li> </ul> <p>Vocabulary e.g. Frayer model, Kim</p>

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		<p>prior knowledge; exploring a full range of culture found in America;</p>		<ul style="list-style-type: none"> <li>• Text Structure (identify and write) (R13)               <ul style="list-style-type: none"> <li>○ cause/effect</li> <li>○ sequence</li> <li>○ description</li> <li>○ problem/solution</li> <li>○ compare/contrast</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>• Responding to literary and informational text</li> <li>• Informational writing - report (W-4)</li> </ul>
<p><b>4. TOPIC - 4 The History of Peoples of Many Cultures Around the World</b></p> <p>4.1 Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.</p>	<p>The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe by: (7A)</p> <p><b>GSEs:</b></p> <ul style="list-style-type: none"> <li>• C &amp; G 5(K-2)-1a</li> <li>• C &amp; G 5(K-2)-2a</li> </ul> <p>4.1.1 Comparing and contrasting various aspects of</p> <ul style="list-style-type: none"> <li>• family life</li> <li>• structures</li> <li>• roles in different cultures</li> </ul> <p>4.1.2 Exploring the dance, music, and arts of various cultures around the world to draw conclusions about the history, daily life, and beliefs of the people in history., e.g. Chinese New Year, Native Americans</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH - SEE PAGE 1</u></b></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students' thinking</li> <li>• involving students in</li> </ul>	<p><b><u>Supplementary books/material</u></b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Map Essentials</a></li> <li>○ <a href="#">Families in Many Cultures, H. Adamson</a></li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">LCD projectors</a></li> <li>• <a href="#">Computer lab</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• <a href="http://www.rido.net">www.rido.net</a></li> <li>• <a href="http://www.rido.gov/instruction/curriculum">www.rido.gov/instruction/curriculum</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b></p>

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	<p>4.1.3 Explaining the customs related to important holidays and ceremonies in various countries in the past.</p> <p>4.1.4 Exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news) C &amp; G 5(K-2)-1a</p> <p>4.1.5 Using a variety of print and non-print sources to explore other people and places C &amp; G 5(K-2)-2a</p> <p><b>The student understands great world movements of people now and long ago by: (7B)</b></p> <p><b>GSEs:</b></p> <ul style="list-style-type: none"> <li>HP 1(K-2)-1b</li> <li>HP 3(K-2)-1a</li> </ul> <p>4.1.6 Beginning to draw upon historical narratives to identify early explorers and world travelers, such as Christopher Columbus and to describe the knowledge gained from their journeys.</p> <p>4.1.7 Distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances) HP 1(K-2)-1b</p>	<p>active participation in the classroom and the wider community</p> <ul style="list-style-type: none"> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in America;</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <p><b>Community</b></p>	<p><b>Research project</b></p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before: <ul style="list-style-type: none"> <li>RAT (R-7, R-13)</li> <li>SQ3R</li> </ul> </li> <li>During: <ul style="list-style-type: none"> <li>two column notes (R-7, R-13)</li> <li>Reciprocal Teaching</li> <li>graphic organizers</li> <li>QAR</li> </ul> </li> <li>After: <ul style="list-style-type: none"> <li>summarizing (R-7, R-13)</li> <li>5-3-1</li> <li></li> </ul> </li> <li>Vocabulary e.g. Frayer model, Kim</li> <li>Text Structure (identify and write) (R13) <ul style="list-style-type: none"> <li>cause/effect</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>compare/contrast</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing - report (W-4)</li> </ul>

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	4.1.8 Identifying how events and people shape family and school life (e.g., <i>How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?</i> HP 3(K-2)-1a			
4. TOPIC - 4 The History of Peoples of Many Cultures Around the World  4.2 Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.  <i>How does science and technology change peoples lives in our community?</i>	<p>The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects by: (8A)</p> <p><b>GSEs:</b> HP 2(K-2)-3a</p> <p>4.2.1 Identifying and describing the significant achievements of important scientists and inventors. e.g. <a href="#">biographies</a></p> <p>4.2.2 Identify and describe examples in which science and technology have changed the lives of people, e.g. transportation, and communication (NCSS 8A)</p> <p>4.2.3 Exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life) HP 2(K-2)-3a</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH - SEE PAGE 1</u></b></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b><u>Supplementary books/material</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Map Essentials</a></li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li><a href="#">LCD projectors</a></li> <li><a href="#">Computer lab</a></li> <li><a href="#">www.unitedstreaming.com</a></li> <li><a href="#">www.ridoe.net</a></li> <li><a href="#">www.ride.ri.gov/instruction/curriculum</a></li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li><a href="#">atlas</a></li> <li><a href="#">classroom pull-down maps</a></li> <li><a href="#">globe</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Research project</b></p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before:             <ul style="list-style-type: none"> <li>RAT (R-7, R-13)</li> <li>SQ3R</li> </ul> </li> <li>During:             <ul style="list-style-type: none"> <li>two column notes (R-7, R-</li> </ul> </li> </ul>

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	<p><b>The student understands changes in communication and their effects by: (8C)</b></p> <p>4.2.4 Beginning to understand ways people communicated with each other now and long ago, e.g. pictographs, letter writing, telegraph, telephones</p>	<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in America;</li> </ul>	<p><u>School library resources</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>13               <ul style="list-style-type: none"> <li>Reciprocal Teaching</li> <li>graphic organizers</li> <li>QAR</li> </ul> </li> <li>After:               <ul style="list-style-type: none"> <li>summarizing (R-7, R-13)</li> <li>5-3-1</li> <li></li> </ul> </li> <li>Vocabulary e.g. Frayer model, Kim</li> <li>Text Structure (identify and write) (R13)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>compare/contrast</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing - report (W-4)</li> </ul>
<p><b>5 National Geography Standards: The World in Spatial Terms</b></p> <p><b>Standard #1:</b></p> <p>5.1 Knows and understands how to use maps and other geographic representations</p>	<p><b>The student</b></p> <p>5.1.1 Knows and understands the characteristics and purposes of geographic representations such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images.</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH - SEE PAGE 1</u></b></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> </ul>	<p><b><u>Supplementary books/material</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Map Essentials</a></li> <li><a href="#">Me on the Map, J. Sweeney</a></li> <li><a href="#">My Map Book, S. Fanelli</a></li> <li><a href="#">How I learned Geography, M Shulevitz</a></li> <li><a href="#">Which Way to the Revolution?</a></li> <li><a href="#">A Book About Maps,</a></li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b></p> <p><b>Interviews</b></p>

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TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>tools, and technologies to acquire, process, and report information.</p> <p><b>Standard # 2</b> 5.2 Knows and understands how to use mental maps to organize information about people, places, and environments</p> <p><b>Standard # 3</b> 5.3 Knows and understands how to analyze the spatial organization of people, places, and environments on Earth's surface</p>	<p>5.1.2 Begins to understand the characteristics and purposes of reference , e.g. atlas, internet</p> <p>5.1.3 Knows how to display spatial information on maps and other geographic representations (e.g. make a map of their bedroom)</p> <p>5.2.1 Locates places within the local community and in nearby communities</p> <p>5.2.2 Begins to recognize the location of Earth's continents and oceans in relation to each other</p> <p>5.3.1 Knows and understands the spatial concepts of location, distance, direction, movement in the northeast region.</p>	<ul style="list-style-type: none"> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in America;</li> </ul>	<p>B. Barner</p> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ridoe.net">www.ridoe.net</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <p><b>Community</b></p>	<p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Research project</b></p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before:             <ul style="list-style-type: none"> <li>RAT (R-7, R-13)</li> <li>SQ3R</li> </ul> </li> <li>During:             <ul style="list-style-type: none"> <li>two column notes (R-7, R-13)</li> <li>Reciprocal Teaching</li> <li>graphic organizers</li> <li>QAR</li> </ul> </li> <li>After:             <ul style="list-style-type: none"> <li>summarizing (R-7, R-13)</li> <li>5-3-1</li> </ul> </li> <li>Vocabulary e.g. Frayer model, Kim</li> <li>Text Structure (identify and write) (R13)             <ul style="list-style-type: none"> <li>cause/effect</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>compare/contrast</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing - report</li> </ul>

# Social Studies Grade 1

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TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>National Geography Standards: Environment and Society</p> <p><b>Standard # 14</b> 5.14 Knows and understands how human actions modify the physical environment</p>	<p>The student</p> <p>5.14.1 Knows how people depend on the physical environment, e.g. farmers, fisherman, "Save the Bay"</p> <p>5.14.2 Understands how people modify the physical environment, e.g. pollution in Rhode Island, Earth Day</p>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> </ul>	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> <li><a href="#">Map Essentials</a></li> <li><a href="#">Me on the Map, J. Sweeney</a></li> <li><a href="#">My Map Book, S. Fanelli</a></li> <li><a href="#">How I learned Geography, M Shulevitz</a></li> <li><a href="#">Which Way to the Revolution?</a></li> <li><a href="#">A Book About Maps, B. Barner</a></li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ridoe.net">www.ridoe.net</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul>	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> <li>Before: <ul style="list-style-type: none"> <li>RAT (R-7, R-13)</li> <li>SQ3R</li> </ul> </li> <li>During: <ul style="list-style-type: none"> <li>two column notes (R-7, R-13)</li> <li>Reciprocal Teaching</li> <li>graphic organizers</li> <li>QAR</li> </ul> </li> <li>After: <ul style="list-style-type: none"> <li>summarizing (R-7, R-13)</li> <li>5-3-1</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>building upon students' prior knowledge; exploring a full range of culture found in America;</li> </ul>	<p><u>School library resources</u></p> <p><u>Community</u></p>	<ul style="list-style-type: none"> <li>Vocabulary e.g. Frayer model, Kim</li> <li>Text Structure (identify and write) (R13)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>compare/contrast</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to literary and informational text</li> <li>Informational writing - report (W-4)</li> </ul>