

Grade 1

Unit #1 Citizenship

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **7 weeks**
Status: **Published**

Enduring Understanding

Rules and laws allow students/people to have structure within their school and community.

Essential Questions

Why should people follow rules?

How do laws help/influence communities?

What does it mean to be safe?

What would our community or school look like with without rules?

NJ Student Learning Standards

SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

Instructional Activities

I pledge Allegiance by Bill Martin, Jr. Students complete mini-booklet that explains the main concepts in the Pledge of Allegiance.

Create American flag out of torn strips of red, white, and blue construction paper

Role playing- Act out conflict resolution

I am a good citizen booklet

Voting Booth

Create a list of classroom rules

Read story How Full is Your Bucket. Generate a list of kind/helpful actions. Have students fill out a form each time

they witness a kind gesture. Place buckets in classroom for students to fill.

Week of respect: Kindness quilt activity (Read *The Kindness Quilt* by Nancy Wallace. Students decorate a quilt square by writing about an act of kindness)

6 Pillars of Character

Read *Chrysanthemum* by Kevin Henkes to explore acceptance.

It's Okay to be Different activity (see resources)

Bus Safety- Rules and procedures: Teacher will read *Riding the Bus with Mrs. Kramer* (*Our Neighborhood*) by Alice K. Flanagan. Students will write their most important bus rule and create a paper bus.

Interdisciplinary Connections

Literature-based activities

[CCSS.ELA-LITERACY.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-LITERACY.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

Assessment

Teacher observation

Completed list of classroom rules

Student responses/discussion

Texts and Resources

Pinterest:<https://www.pinterest.com/pin/34269647134443802/> (It's Okay to be different activity)

No David! By David Shannon

The Sandwich Swap by Queen Rania

Todd Parr- It's Okay to Be Different, It's Okay to Make Mistakes, The Peace Book

I Pledge Allegiance by Bill Martin Jr.

Grace for President by Kelly S. DiPucchio

Duck for President by Doreen Cronin

My Teacher for President by Kay Winters

The Flag We Love by Pam Munoz Ryan

Chickens May Not Cross the Road and other Crazy (But True) Laws by Kathi Linz

How Full is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer

Ben Rides On by Matt Davies

Riding the Bus with Mrs. Kramer by Alice K. Flanagan

Unit #2 Colonial Times

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **October-November**
Length: **7 weeks**
Status: **Published**

Enduring Understanding

Customs and traditions help to define American culture.

Key historical events, documents, and individuals led to the development of our nation.

Essential Questions

How have Native Americans affected our culture?

How are customs and traditions different/similar today than in colonial times?

Who were the pilgrims and why/how are they important to our history?

NJ Student Learning Standards

SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.

Instructional Activities

Discuss reasons why students might move to a new town and why the colonists left England to move to America.

Compare and contrast colonial times/thanksgiving to present day. Read story Oh What a Thanksgiving and fill in venn diagram.

Read nonfiction books on native americans. Watch wampanoag indian powerpoint.

Read nonfiction books on pilgrims, Mayflower voyage, Native Americans. Discuss and retell key details. Write facts based upon their learning on Mayflower booklet or journal.

Develop knowledge of the voyage of the Mayflower— Students complete a writing activity identifying what they would bring with them to the New World and why.

Watch video Thank you Sarah: Identify how Thanksgiving became a holiday.

Discuss Talking Stick legend.

Identify Native American symbols and ideas that have influenced the regions of NJ and use them to decorate a teepee and/or write story.

Students write a journal entry pretending to be a child in colonial times. What would they be doing? What would their life like?

After viewing The Mayflower Voyagers, discuss how people felt about coming to the New World. Make connections with students if they have moved. Complete video reflection (written) to identify two things they have learned and one thing they are wondering.

Assessment

Teacher Observation

Student response

Venn diagram comparing colonial times to present day.

Interdisciplinary Connections

ELA:

Read story Thanks for Thanksgiving: Children brainstorm and write what they are thankful for.

Read story Turkey Trouble or Twas Night Before Thanksgiving, or Turk and Runt: Write own story about how to save turkey from Thanksgiving dinner. Disguise turkey and/or hide turkey.

Science:

Explore how Native Americans used the land and animals to survive.

Texts and Resources

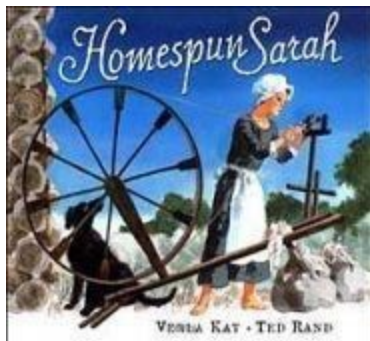
Day in the Life Series

Samuel Eaton's Day, Sarah Morton's Day, and Tapenum's Day -- by Kate Waters

1st grade - 4th grade

<https://www.readworks.org/lessons/grade1/treasure>

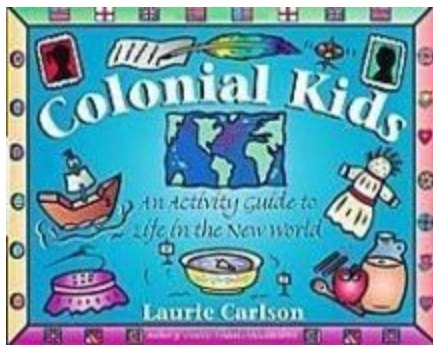
[What was the Mayflower?](#)



Homespun Sarah by

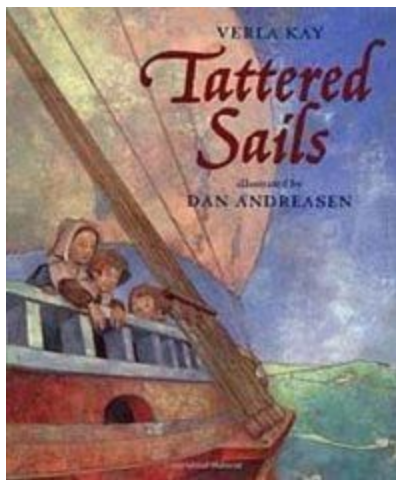
Verla Kay

1st grade - 4th grade



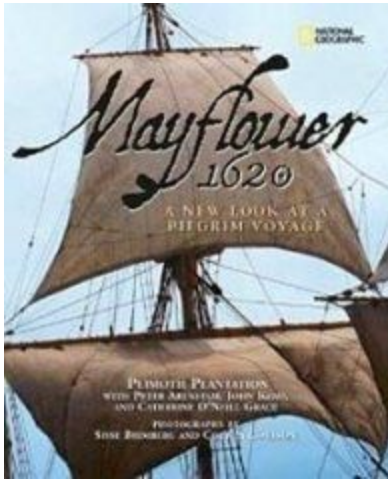
Colonial Kids

An Activity Guide to Life in the
New World by Laurie Carlson
Kindergarten - 6th grade

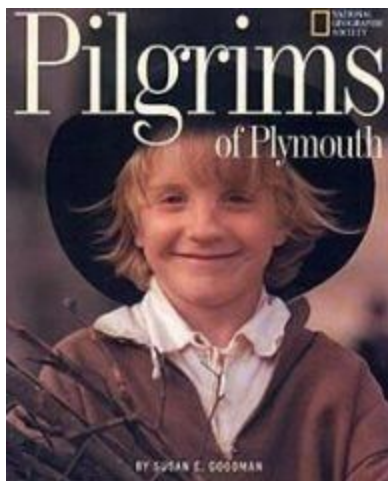


Tattered Sails by

Verla Kay
Kindergarten - 3rd grade



Mayflower 1620 A New Look at a Pilgrim Voyage by Peter Arenstam
1st grade - 4th grade



Pilgrims of Plymouth by Susan Goodman
1st grade - 4th grade

Giving Thanks: A Native American Good Morning Message by Jake Swamp

The Story of the Pilgrims by Katherine Ross

Oh What a Thanksgiving by Steven Kroll (compares and contrasts Thanksgiving today to colonial times)

A Picture Book of Sacagawea by David Adler

Lenapeliveways.org - program/presentation on lenape delaware indians. <http://www.mayflowerhistory.com/passengers>

http://www.scholastic.com/scholastic_thanksgiving/voyage/

Video- The Mayflower Voyagers

[No Extra Room On The Mayflower](#)

Unit #3 Culture & Diversity

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **7 weeks**
Status: **Published**

Enduring Understanding

Cultures include traditions, popular beliefs, commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

Essential Questions

Why are some traditions recognized throughout the world?

How do people celebrate their cultures?

How do different countries celebrate holidays?

NJ Student Learning Standards

SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

Instructional Activities

Discuss holiday traditions in other parts of the world.-Look at tradition through special clothes worn, activities, foods eaten, and decorations- How did each of these come to be part of the tradition or celebration? Read aloud for each holiday accompanied by a learning activity. (Examples: Kwanzaa, Chinese New Year, Cinco de Mayo, Hanukkah)

Students write about a favorite holiday tradition. Compose an opinion/persuasive writing piece. State

opinion and support with at least one good reason.

Read, discuss and have students participate in a variety of activities about American Holidays such as Constitution Day, President's Day, Veteran's Day, Columbus Day, Flag Day, Independence Day, and Labor Day.

Parent volunteers share aspects of their cultures with students – Compare and contrast cultures of classmates. Use food, dance and traditions to motivate students. Begin to describe the different customs, food and clothing of people from different cultures. Hello Amigos – Tricia Brown Shades of Black: A Celebration of Our Children – Sandra Pinkney Apple Pie 4th of July – Janet S. Wong

Take an imaginary plane ride around the world to various countries discussing identifying their Christmas traditions. Make a suitcase that includes the flags, maps, and small description of countries visited. Mark a classroom map throughout the unit that shows the various places visited. Students can refer back to the visual. Identify the traditions that have influenced American culture.

Read story about Chinese New Year: Make dragon, complete Chinese New Year booklets (enchanted learning), play Chinese New Year Games. Show outline of China and location. Discuss animal celebrated this year. Write facts about Chinese New Year. Explain how these traditions have changed in response to different cultural groups.

View an interactive [Prezi](#) that demonstrates celebrations around the world. Explain how these beliefs, values, traditions, culture, and experiences have influenced the perspectives of people in that country.

Interdisciplinary Connections

ELA:

For this project, have each student pick a holiday family tradition to tell about. Research a holiday tradition with their family and explain it in four easy steps. Use the written directions that they did with their family and create a storyboard of their four steps. They illustrated each step with pencil, crayons, and markers.

Writing 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing 1.7 Participate in shared research and writing projects (example: explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)

Writing 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Assessment

Teacher observation

Student response

Describe, compare and contrast traditions around world.

Texts and Resources

Hello Amigos – Tricia Brown

Shades of Black: A Celebration of Our Children –Sandra Pinkney

Apple Pie 4th of July – Janet S. Wong

Fox, M. (1997). Whoever you are. Orlando, Florida: First Voyager Books

Lankford, M. (1998). Christmas around the world. New York, NY: William Morrow & Company.

Bringing in the New Year by Grace Lin

It's Okay to be Different by Todd Parr

Sandwich Swap by [Queen Rania of Jordan Al Abdullah](#)

Scholastic: <http://www.scholastic.com/teachers/lesson-plan/multiculturalism-and-diversity>

Unit #4 National Holidays, Symbols & People

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **7 weeks**
Status: **Published**

Enduring Understanding

Patriotism is a way to show respect for our symbols and holidays. Folklore helps us honor our country.

Essential Questions

How can a symbol have meaning to our country?

Why is folklore an important part of our country's identity?

What makes someone famous?

NJ Student Learning Standards

SOC.6.3.4.CS2	Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Instructional Activities

Use vocabulary of symbols with images to build vocabulary, introduce symbols and important people. In small groups allow children to sort cards or print out images as well as labels to discuss grouping. Students can match labels to various people and symbols as well as sort by symbol, landmark, important person, or holiday.

Find meaning in the Pledge of Allegiance. Recite and evaluate the language. Use a cut and paste to order the pledge. Discuss each line allowing students to share what they think each line means. Compare to other countries pledges. ex. Australia or scout pledge. Define as a promise. Students move from understanding the pledge as a morning routine to an actual promise to their country.

George Washington's teeth, fact or fib. Read and discuss various presidents. Use statements to play Fact or Fib game. Ex. George Washington was the 7th president (FIB) thumbs down. True statements get a thumbs up. Encourage students to write one of their own fact or fib statements.

How Tall Is Abe? Mount Rushmore measurement comparison, relate facts about each person and why they have their faces carved into rock. What made them important enough to be a symbol on a mountain in South Dakota?

Read American Folklore: Paul Bunyan and Babe the Blue Ox and differentiate between fiction and informational reading. What is the importance of folklore in our history? Read the various tall tales that explain features in nature. Discuss fact and fiction, evaluate each tall tale read and give justification for reasoning of fact or fiction.

Read *We The Kids* The Preamble to the Constitution. Discuss how the class rules go along with the classroom constitution. Discuss what it means to sign your name to something 2 and what it meant for the founders to sign their names to the U.S. Constitution. Have students agree to sign the classroom constitution and then hang up in the classroom for the entire year

Use Pebblego.com or other kid friendly search engines to research and share information on a choice symbol. introduce topic, share a set number of facts and articulate why this symbol is important to helped shape our country.

Discuss and relate Martin Luther King, Jr.'s actions and perspective to the shaping of future decisions. Read and discuss Martin's Big Words By Doreen Rappaport. Students complete writing activity by choosing their own big words. Evaluate why certain individuals have made contributions to our country that made them important enough to be featured on coins or bills.

Johnny Appleseed- Read and discuss story. Students complete a related art project.

Read biographies about famous Americans. Students write an autobiography.

Interdisciplinary Connections

ELA - folklore

[CCSS.ELA-LITERACY.RL.1.5](#)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Research facts on George Washington and Abe Lincoln- Students use facts to write a short nonfiction text.

[CCSS.ELA-LITERACY.W.1.7](#)

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

[CCSS.ELA-LITERACY.W.1.2](#)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Math Connection -Abe- measuring length, ordering three objects in height order; famous figures on money

[CCSS.MATH.CONTENT.1.MD.A.1](#) Order three objects by length; compare the lengths of two objects indirectly by using a third object.

[CCSS.MATH.CONTENT.1.MD.A.2](#)

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

Health - character and decision making

Assessment

Teacher observation, participation rubric or checklist, student group work checklist, self reflection of pair talk, exit tickets

Quick participation spot checks: Think Pair Share, Quick Writes, Quick Draws, Chalkboard Splash, Ranking, Thumb Up/Down

Culmination: Rubric graded research

Texts and Resources

We The Kids: The Preamble to the Constitution

Landmarks U.S.A by Libby Brereton; What Is The Story of Our Flag? by Janice Behrens; The Statue of Liberty By Lloyd G. Douglas; Star-Spangled Banner, America The Beautiful; The Pledge of Allegiance; The Third Bell, The Lincoln Memorial,

Duck For President; U. S. Presidents, Clifford For President, I Can Be President Too!

Ron's Big Mission by Rose Blue and Corinne J. Naden, Martin's Big Words, Abe Lincoln & George Washington biographies

Famous Quotes

Contributions

Time For Kids Reader: Visit The Capital

[Paul Bunyan](#)

[Martin's Big Words](#) by Doreen Rappaport

[Pledge of Allegiance](#) Cut and Paste

Unit #5 Family & Community Life

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **April**
Length: **6 weeks**
Status: **Published**

Enduring Understanding

Each family is unique in its makeup and will evolve over time in response to their needs, wants, and availability of resources.

Essential Questions

What is a family and why are they important?

How do families change over time?

How are families alike and different?

How do wants, needs, and the availability of resources affect families' decisions?

NJ Student Learning Standards

SOC.6.3.4.CS5

Develop strategies to reach consensus and resolve conflict.

SOC.6.3.4.CS3

Are aware of their relationships to people, places, and resources in the local community and beyond.

SOC.6.3.4.CS1

Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Instructional Activities

Students work with a partner to create a Venn Diagram comparing their families.

Students create a class bar graph to compare the number of people in their families.

Students create a class web chart of family jobs to show how all members are dependent on one another.

Students create a family timeline.

Compare and contrast family dynamics before and after the student was born.

Teacher reads story aloud. Students make their own family tree by tracing and cutting out a tree trunk, tracing hands for each family member, labeling them, and gluing to their tree. Families Are Different by Nina Pelligrini

Make a graph of number of siblings. Advance/independent students can graph brothers and sisters in the class. Read Julius, Baby of the World by Kevin Henkes. Discuss the building of the family bond. Relate to real life situations with siblings. How was the conflict resolved?

Interdisciplinary Connections

Read and discuss related literature.

[CCSS.ELA-LITERACY.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.1.2](#) Retell stories, including key details, and demonstrate understanding

of their central message or lesson.

[CCSS.ELA-LITERACY.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

Math-Reading/discussing bar graphs

Assessment

Teacher observation

Student input/discussion

Completed family tree

Completed Venn diagram

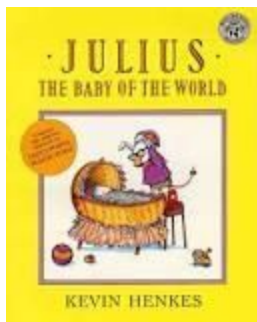
Completed timeline

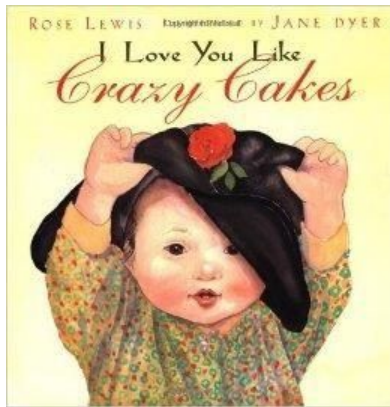
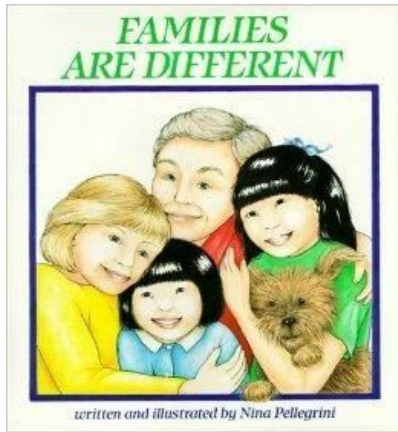
Texts and Resources

[First Grade Wow: Me and My Family](#) link to family mini unit

[We Are Family](#): Link to family lessons

[Family Theme](#): Link to lessons on family





Wildred Gordon McDonald Partridge by Mem Fox

The Relatives Came by Cynthia Rylant

Blackout! by John Rocco

The Family Tree by David McPhail

The Family Book by Todd Parr

Me and My Family Tree by Joan Sweeny

One Family by George Shannon

Daddy, Could I have an Elephant? by Jake Wolf <http://www.facthound.com/>

Unit #6 Geography

Content Area: **Social Studies**

Course(s): **Social Studies**

Time Period: **May**

Length: **6 weeks**

Status: **Published**

Enduring Understanding

People live in many different locations and where people live affects the way they live.

Essential Questions

How are people affected by the geography and weather?

Why do we need maps?

How do people use and share resources?

NJ Student Learning Standards

SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

Instructional Activities

Read My Map Book by Sara Fanelli. Use map skills to view google earth to zoom out from school, view NJ, Country, continent, world. Explore an atlas at each term to show various types of map, recognize words: border, north south east west, continent, state, country, globe

Teacher presents a sphere of blue clay and a globe. Teacher cuts the ball of clay in half and flattens out it. Compare clay to a flat world map.

Map Making

Poems and songs about the seven continents

Order town, state, country, continent, Earth. (Use nesting boxes) Practice using vocabulary: north, south, east, west, lake, sea, river, ocean, hill mountain, plain, map continent city, state, country, compass, rural, urban, suburban. Land, water, and air pollution

Action Map: use a giant map or carpet map to 'travel' from one location to another. Student use correct direction words

[Interactive Map travel on Harcourt](#)

Maps Use Symbols, what is a map key. [Interactive Map Skills](#)

Read story such a Where I live Or The Little house discuss different communities: urban, suburban and country. Identify the similarities and differences of each. Have them divide 12x18 sheet of paper in thirds and illustrate each type of community.

Interdisciplinary Connections

Science ~ our environment.

[CCSS.ELA-LITERACY.RI.1.1](#) Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.1.2](#) Identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text

[CCSS.ELA-LITERACY.RI.1.4](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CCSS.ELA-LITERACY.RI.1.5](#)

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

[CCSS.ELA-LITERACY.RI.1.6](#)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Assessment

teacher observation rubric
graded peer work turn
and talk

participation in quick checks: chalkboard splash, exit ticket, verbal answers to question with thumbs up
down personal map creation: Compare maps of the same place from different time periods

Texts and Resources

My Continent and In My Country by Heather Adamson

Me on the Map by Joan Sweeney

Maps and Globes by Jack Knowlton

[Article: Seven Large Lands](#)

The Little House by Virginia Lee Burton

Where Do I Live by Neil Chesnow

The Suburban Kid and the City Kid by Deb Pilutti

My Friend Grandpa By Harriet Ziefert The Stray Dog by Marc Simont

<https://www.pinterest.com/pin/171066485823210463/> : link to nesting boxes flip

book link: <https://www.pinterest.com/pin/20829217004497072/>