

# **SOCIAL STUDIES GRADE 1**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## **Preface**

The first grade Social Studies curriculum employs a thematic approach to historical inquiry in multiple units. Students employ historical thinking skills in their investigations of the school community, holidays and traditions, families around the world, geography and the earth. Emphasis is placed on anchor skills including close reading of text, citing specific evidence, summarizing key ideas and details, and analyzing how and why individuals, events, and ideas develop within the course of a given text.

### **21st Century Life and Careers**

*In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.*

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

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

#### **9.2 Career Awareness, Exploration, and Preparation**

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

#### **9.3 Career and Technical Education**

### **Technology Integration**

#### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **ELA Integration**

In their historical inquiry, students are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

**English Language Arts Standards** First Grade (Word | PDF)

**Unit 1: Citizens of the School Community**  
**Number of Days: (15 - Ongoing Throughout the Year)**

**Why Is This Unit Important?** (Big Idea)

This unit will continue to develop an understanding of the roles that students have as active citizens. The concept of good rules and laws, rights and responsibilities and some core democratic beliefs will be introduced.

**Essential Questions:**

- What makes a good rule?
- How do rules help our school community?
- How do we solve conflicts in our class, school?
- What happens if a rule is broken (cause/effect)?
- What makes a good citizen? How can we help others?
- How do community members work together?

**Enduring Understanding:**

- Students understand what rights and responsibilities are
- Students will understand that conflicts need to be resolved peacefully · A successful community relies on all its members (fire personnel, police, mayor, etc.)

**Acquired Knowledge:**

- Students will be able to explain how to resolve a conflict

**Acquired Skills:**

- Students will be able to give an example of a good rule
- Follow the components of Responsive Classroom/identify logical consequences

**Assessments:**

Formative Assessments:

- Tell or write a story about someone following a school rule
- Generate and record classroom rules

Summative Assessments:

- Choose a school community helper (i.e., principal, nurse) and tell how they contribute to our school
- Design a patchwork quilt

Benchmark Assessment:

- Create a skit/mini-play to demonstrate characteristics of good citizens

#### Alternative Assessment:

- Work together to solve a classroom problem.

#### Interdisciplinary Connections:

- Writing a Connection-Language Arts
- Creating patchwork Quilt-Art

#### Accommodations and Modifications:

- Visual aids (pictures)
  - White House for Kids ([www.whitehouse.gov](http://www.whitehouse.gov))
  - Scholastic Weekly Readers
  - Mailbox Magazines
- Written prompts – See Teacher Resources

#### 2020 NJSLs:

- |                    |                  |
|--------------------|------------------|
| • 6.1.2.CivicsPI.1 | 6.1.2.CivicsPI.3 |
| • 6.1.2.CivicsPI.5 | 6.1.2.CivicsPI.6 |
| • 6.1.2.CivicsPD.2 | 6.1.2.CivicsPR.1 |
| • 6.1.2.CivicsPR.2 | 6.1.2.CivicsPR.3 |
| • 6.1.2.CivicsPR.4 | 6.1.2.CivicsCM.1 |

#### Instructional Resources:

##### Core:

- Read picture books about children following school rules, voting, etc. ° Berenstain, Stan, *Berenstain Bears Forget Their Manners*, Perfection Learning, 1985
- ° *Alexander and the Terrible Horrible No Good Very Bad Day*
- ° Yolen, Jane, *How Do Dinosaurs Go to School?* Scholastic, 2009 · Written Prompts: *If I were principal of my school, I would.....* (students would give 3 rules they would enforce as principal in order to make their school a better place. They would also state what possible consequence could be enforced if rule is broken.)

##### Supplemental:

- <http://www.eduplace.com/ss/index.jsp>
- <http://teacher.scholastic.com/commclub/>

**Unit 2: American Traditions or Holidays, Heroes and Heroines**  
**Number of Days: (20 - Ongoing Throughout the Year)**

**Why Is This Unit Important?** (Big Idea)

Students will begin to concentrate on significant historical events and people that have helped shape the United States. They will learn about how the actions of famous and fictional characters contributed to our national heritage and why historical sites and monuments are important reminders of the past.

**Essential Questions:**

- How and why do we celebrate holidays?
- Do stories teach us something?
- What is a hero?
- What are some common traits of heroes?
- Who are our national heroes and how are they chosen?

**Enduring Understandings:**

- There are different types of heroes
- Heroes are important to the history of our country
- Heroes influence us in positive ways

**Acquired Knowledge:**

- Students will know what a hero is
- Students will understand why we celebrate national holidays · Students will know that there are different types of heroes

**Acquired Skills:**

- Identify national heroes and their accomplishments; explain why we celebrate certain holidays:
  - Johnny Appleseed
  - Christopher Columbus
  - Native Americans
  - Pilgrims
  - MLK/Rosa Parks
  - Presidents' Day (Washington and Lincoln)
  - Dr. Seuss
  - Memorial Day (Armed Forces)
  - Mother's Day
  - Father's Day
- Identify positive traits of a hero

## **Assessments:**

### Formative Assessments:

- Given an illustration of a hero, students should be able to draw a picture of an accomplishment(s)
- Tell a partner who one of their heroes is and why he/she is a hero · Arts and Crafts (cut and paste projects); ex., Monthly Mailbox Magazine, Scholastic Monthly Arts and Crafts books, first grade teachers
- Compare/Contrast Presidents (Washington and Lincoln) using a Venn Diagram

### Summative Assessment:

- Students will participate in classroom rotations in order to reinforce learned skills and concepts based on national/historical heroes

### Benchmark Assessment:

- Students will create a short biography of an American hero. Alternative Assessment:
- Modified biography

## **Interdisciplinary Connections:**

- Listen to patriotic songs and identify examples of American heritage, values and principals - Music
- Venn Diagram, writing prompts, read alouds –Language Arts · Presidential Monuments- Math (coins)

## **Accommodations and Modifications:**

- Partner activities
- Pre-cut materials for crafts

## **Extensions:**

- Book reports on heroes; book titles based on appropriate reading levels are available in the school's media center

## **2020 NJCS:**

- |                     |                  |
|---------------------|------------------|
| • 6.1.2.CivicsPI.1  | 6.1.2.CivicsPI.3 |
| • 6.1.2.CivicsPI.4  | 6.1.2.CivicsPI.5 |
| • 6.1.2.CivicsPI.6  | 6.1.2.CivicsPD.2 |
| • 6.1.2.CivicsDP.1  | 6.1.2.CivicsDP.3 |
| • 6.1.2.CivicsPR.1  | 6.1.2.CivicsPR.2 |
| • 6.1.2.CivicsPR.3  | 6.1.2.CivicsPR.4 |
| • 6.1.2.CivicsCM.1  | 6.1.2.CivicsCM.3 |
| • 6.1.2.HistoryUP.2 |                  |



## Instructional Resources:

### Core:

- Picture books on heroes, memorials, etc.
  - Kunhardt, Edith, *Honest Abe*. New York: Greenwillow, 1993 ° Adler, David, A *Picture Book of Abraham Lincoln*. Series in (Picture book biography). New York: Holiday, 1989
  - Johnny Appleseed, video
  - Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King Jr.* New York: Jump at the Sun/Hyperion Books for Children, c2001
  - Scholastic Holiday Books (short, small picture books that you can order from Scholastic Book Club; they come in a pack and cover almost all of the holidays throughout the school year)

### Supplemental:

- <http://www.eduplace.com/ss/index.jsp>
- <http://bensguide.gpo.gov/k-2/index.html>
- <http://www.readwritethink.org/classroom-resources/printouts/> (Venn Diagram sample)
- <http://BetterWorldHeroes.com>
- <http://www.eduplace.com/graphicorganizer/> Graphic Organizers

**Unit 3: Families Here and Around the World**  
**Number of Days: (15 - Ongoing Throughout the Year)**

**Why Is This Unit Important?** (Big Idea)

Students will continue to explore in a broader sense how family has helped to develop our national identity. This unit will help students understand the importance of culture, beliefs, values and traditions. We will begin to explore a few economic concepts such as wants and needs and continue to understand the role that money plays in our families' lives.

**Enduring Understandings:**

- Students will understand that culture and family values dictate celebrations and traditions
- Our family helps shape who we are
- Families are culturally different

**Essential Questions:**

- How do people in a family work together?
- How are families in other areas of the world the same, different? ·
- How do families around the world recognize cultural holidays?

**Acquired Knowledge:**

- Students will know that different cultures around the world celebrate different holidays
- Students will understand that gifts are given for different holidays around the world
- Families come to the United States from other countries and bring their customs with them (immigration)

**Acquired Skills:**

- Students will identify holidays celebrated around the world such as: Christmas, Ramadan, Kwanzaa, Chinese New Year, Cinco de Mayo, Diwali · Students will be able to explain some of the key aspects of each holiday

**Assessments:**

Formative Assessment:

- Map Skills-Students will be able to identify different countries around the world
- Identify different symbols that represent different holidays and cultures \* Students will be able to write a letter (i.e., to Santa)
- Various arts and crafts for holidays celebrated; see teacher resources Summative

Assessment:

- Multicultural Feast-students bring in food that celebrates different cultures around the world

### Benchmark Assessment:

- Classroom rotation-students create own passport and “travel” around the world to celebrate holidays in various ways

### Alternative Assessment:

- Modified crafts project

### Interdisciplinary Connections:

- Letter writing and Passports-Language Arts
- Various Crafts-Art
- Holiday music around the World-Music
- Teach different vocabulary (ex. Greetings) in different Languages-World Language

### Accommodations and Modifications:

- Visual aides
- Pre-cut materials for crafts

### Extensions:

- Reports on different holidays in different countries
- Design a poster showing symbols, traditions, etc., that represent different countries and holidays

### 2020 NJCS:

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|---------------------|-------------------|
| • 6.1.2.CivicsPI.1  | 6.1.2.CivicsPI.3  |
| • 6.1.2.CivicsPI.4  | 6.1.2.CivicsPI.5  |
| • 6.1.2.CivicsPI.6  | 6.1.2.CivicsPD.2  |
| • 6.1.2.CivicsDP.1  | 6.1.2.CivicsDP.3  |
| • 6.1.2.CivicsPR.1  | 6.1.2.CivicsPR.2  |
| • 6.1.2.CivicsPR.3  | 6.1.2.CivicsPR.4  |
| • 6.1.2.CivicsCM.1  | 6.1.2.CivicsCM.3  |
| • 6.1.2.HistoryUP.2 | 6.1.2.HistorySE.1 |
| • 6.1.2.HistorySE.3 |                   |

## Instructional Resources:

### Core:

- <http://www.eduplace.com/ss/index.jsp>
- Picture books (countries, holidays, traditions, and customs)
  - Chinese New Year, video
  - Cinco de Mayo, video
  - Behrens, June. *Fiesta! Cinco de Mayo*. Series in festivals and holidays. Chicago: Children's Press, 1978
  - Christmas Around the World, video
  - Manushkin, Robert Spowart. *Latkes and Applesauce: A Hannukah Story* Scholastic, 2007
  - Moorman, Margaret. *Light the Lights! A Story about Celebrating Hannukah and Christmas*. Scholastic, 1999
  - Holiday themed poems (Poetry Night)
- [http://www.smithsonianeducation.org/educators/lesson\\_plans/celebration/ATZ\\_Celebration\\_OctNov1982.pdf](http://www.smithsonianeducation.org/educators/lesson_plans/celebration/ATZ_Celebration_OctNov1982.pdf) (Smithsonian - lesson on celebrating holidays around the world)

### Supplemental:

- Scholastic Weekly Readers
- Monthly Mailbox Magazines

**Unit 4: Where Am I Going? (Geography)**  
**Number of Days: (20 - Ongoing Throughout the Year)**

**Why Is This Unit Important?** (Big Idea)

Students will continue to understand the importance of maps and globes. They will begin to learn how to use a map to find places.

**Enduring Understandings:**

- Maps show where places are
- A globe is a representation of the earth

**Essential Questions:**

- Why are maps and globes important?
- What do maps and globes show us?

**Acquired Knowledge:**

- Students will know that maps show direction (primarily North and South) · Students will know that large bodies of land are called continents and large bodies of water are called oceans

**Acquired Skills:**

- Students will be able to locate places using north, south (the poles) · Students will be able to follow a route using very basic directions (ex., north/ south, right/left)
- Students will know that blue areas on the map/globe represent oceans and green/brown represent land/continents

**Assessments:**

Formative Assessment:

- Given a globe, students will be able to **point to** continents and oceans without having to identify them by name.

Summative Assessment:

- Color in a map using a basic legend (blue-water, brown/green – land).

Benchmark Assessment:

- Label North and South poles and North America/USA on a map.

Alternative Assessment:

- Create your own map of the classroom.

## **Interdisciplinary Connections:**

- A visual chart to represent that  $\frac{3}{4}$  of the earth is made out of Water-Math · Charts/Graphs (True/False, Yes/No questions) written in Morning Message as interactive assessment

## **Accommodations and Modifications:**

- Visual aides
- Small group/partner activities

## **Extensions:**

- Design your own continent with a legend (identify water, land, North, South). ·
- Design a globe with modeling clay.

## **2020 NJCS:**

- |                  |                |
|------------------|----------------|
| • 6.1.2.GeoPP.1  | 6.1.2.Geo.SV.1 |
| • 6.1.2.Geo.SV.2 | 6.1.2.Geo.SV.3 |
| • 6.1.2.Geo.SV.4 | 6.1.2.Geo.HE.1 |
| • 6.1.2.Geo.HE.2 | 6.1.2.Geo.HE.3 |
| • 6.1.2.Geo.HE.4 | 6.1.2.Geo.GI.1 |
| • 6.1.2.Geo.GI.2 |                |

## **Resources:**

Core:

- <http://www.eduplace.com/ss/index.jsp>
- Classroom world maps
- Globe of the world in the classroom
- [Google Earth](#)

Supplemental:

- <http://www.myschoolhouse.com>

## **Technology Integration**

- Trudy's Time and Place – computer class software program on teaching map skills

**Unit 5: Our Earth**  
**Number of Days: (15 - Ongoing Throughout the Year)**

**Why Is This Unit Important?** (Big Idea)

This unit will focus on how we can use and protect our natural resources. Students will explore how changes in science and technology have created environmental concerns and how those concerns are being addressed.

**Enduring Understandings:**

- Student will understand what a resource is (Introduce)
- Students will be understanding that resources come from different parts of our country
- Students will be able to see how we modify our environment to meet our needs (dams, forests, etc.)
- Students will understand how we can conserve our environment by reusing, reducing and recycling (Earth Day)
- Students will understand that food and other goods come from these resources

**Essential Questions:**

- How do people use resources to meet their needs?
- How do people conserve energy to help save our planet?

**Acquired Knowledge:**

- We protect our resources by reusing, reducing and recycling ·
- We get resources from many parts of the United States and the world

**Acquired Skills:**

- Show where specific natural resources come from
- List some natural resources that come from our state
- Explain why it is important to recycle

**Assessments:**

Formative Assessment:

- Use a map to show where natural resources come from
- Write a letter to a friend explaining why it is important to recycle

Summative Assessment:

- Create a poster using recycled paper bags from grocery store · Mobile-list 3 ways that you can protect the earth
- Jigsaw-learning about different natural resources

### Benchmark Assessment:

- Choose a natural resource and create a poster identifying where the natural resource can be found and its importance

### Alternative Assessment:

- List ways different resources are used at home or in school

### Interdisciplinary Connections:

- Write a letter to a friend explaining why it is important to recycle - Language Arts
- Natural resources/Recycling - Science
- Poster of a Natural Resource and where it can be found - Art · Poster to encourage recycling/reusing on a recycled paper bag from grocery store - Art
- Recycling Song (The 3 "R"s) - Music

### Accommodations and Modifications:

- Visual aides
- Partner/small group activities

### Extensions:

- Pick an object and think of 3 ways to recycle/reuse it.

### 2020 NJCS:

- |                     |                   |
|---------------------|-------------------|
| • 6.1.2.GeoPP.1     | 6.1.2.Geo.SV.1    |
| • 6.1.2.Geo.SV.2    | 6.1.2.Geo.SV.3    |
| • 6.1.2.Geo.SV.4    | 6.1.2.Geo.HE.1    |
| • 6.1.2.Geo.HE.2    | 6.1.2.Geo.HE.3    |
| • 6.1.2.Geo.HE.4    | 6.1.2.Geo.GI.1    |
| • 6.1.2.Geo.GI.2    | 6.3.2.Civics.PD.1 |
| • 6.3.2.Civics.GI.1 | 6.3.2.Civics.GI.2 |

Social Studies Skills (Spatial Thinking, Presentation)

### Instructional Resources:

#### Core:

- A Big Big World Atlas
- Picture Books
  - Murphy, Stuart. *Earth Day-Hooray!* Harper Collins Publishers, 2004
  - O'Connor, Jane. *Fancy Nancy: Every Day is Earth Day!* Harper Collins, 2010
- Maps and globes (provided in classrooms)
- Earth Day in a Box provides resources by Earth Day Network Supplemental:
- <http://www.anjee.net/board.html> - Alliance for New Jersey Environmental Education
- <http://www.eduplace.com/ss/index.jsp>
- <http://www.epa.gov/recyclecity/>



**Technology Integration:**

- Make a digital poster (blog) on how to protect the environment · Use Microsoft Publisher to produce a recycling pamphlet

<b>Map and Globe Skills</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
A map is a drawing or other representative of all or part of the earth.	I	I	R	R	M	M
On maps and globes, symbols are used to stand for real things.	-	-	I	I/R	M	M
The earth is a huge sphere. We live on it. It is our home.	I	R	M	M	M	M
A globe is a small model of the earth and is the most accurate representation of the earth.	I	R	M	M	M	M
Half of the earth is called a hemisphere.	-	-	I	R	R	M
The earth is divided into hemispheres: the Eastern, Western, Northern and Southern.	-	-	-	I	R	M
The equator separates the Northern and Southern Hemispheres.	-	-	I	R	M	M
The Prime Meridian separates the Eastern and Western Hemispheres. That imaginary line runs through Greenwich, England which is a suburb of London.	-	-	-	-	I	R/M
Any part of a globe can be shown on a map.	-	I	R	M	M	M
Large bodies of land are called continents.	I	I	I/R	R	M	M
Large bodies of water are called oceans.	I	I	R	R	M	M
A legend or key on a map tells the meaning of colors and symbols used on the map.	-	-	I	R	M	M
Directions on a map are determined by the poles: to go north means to go in the direction of the north pole; to go south means to go in the direction of the south pole.	-	I	I	R	M	M
North may be shown any place on a map; north is not always the top of a map.	-	-	-	-	I	R

The North Pole is the farthest point north on a map and the South Pole is the farthest point south on a map.	-	I	I	R	M	M
The scale on a map or globe makes it possible to determine distances between places.	-	-	-	-	I	R
Maps are drawn to different scales; scale ensures that all objects are made smaller in the same amount.	-	-	-	-	I	R
Maps and globes use legends or keys to tell the meaning of the symbols used on the map.	-	-	I	R	M	M
The cardinal direction of north, south, east and west; intermediate directions are northeast, northwest, southeast and southwest.	-	-	I	R	M	M
All places on Earth can be located on maps and globes. Different maps provide different information about Earth.	-	-	-	-	I	R
Longitude is used to determine the time of day at places around the world. The earth is divided into 24 time zones.	-	-	-	-	I	R
Night and day are the result of the rotation of the earth.	-	-	-	I	R	R
The Arctic and Antarctic Circles are imaginary lines that define the polar regions.	-	-	-	-	I	R
The latitude and longitude of any place determine its exact location on a globe or map.	-	-	-	-	I	R
All flat maps contain some distortion because they represent a round object on a flat surface. This is a map's projection.	-	-	-	-	I	R
Different map projections provide different perspectives on the sizes and shapes of areas shown (Mercator, Fuller, Sinusoidal Equal Area, etc.)	-	-	-	-	I	R
A landform is a shape or feature of the earth's surface.	-	-	I	R	R	M

Note: Map Skills will be infused into the curriculum beginning with Grade 3 and not taught as stand-alone units. I – Introduced, R – Review, M – Master

## **Sample Standards Integration**

### **21<sup>st</sup> Century Skills & Career Readiness Practices**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to personal health and financial well-being.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP5. Consider the environmental, social and economic impacts of decisions.**

**CRP6. Demonstrate creativity and innovation.**

**CRP7. Employ valid and reliable research strategies.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

**CRP10. Plan education and career paths aligned to personal goals.**

**CRP11. Use technology to enhance productivity.**

**CRP12. Work productively in teams while using cultural global competence.**

9.1.4.A.1 - Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.4.A.2 Identify potential sources of income.

For Example: In Unit 1, students research different jobs and careers in the community and investigate responsibilities and salaries.

### **Technology Integration**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

In multiple unit's students navigate interactive games or websites that investigate culture and develop map skills.

## **Interdisciplinary Connection**

**NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

**NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R4.**

**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.**

**NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

**NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

For Example: In Unit 2, students investigate heroes, answering questions about details and retelling stories and describing events and characteristics. The investigations culminate with students crafting a short biography of an American hero.

## **Holocaust Mandate**

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 1, students investigate citizens and the school community. During this initial unit, students consider what makes good citizens and discuss issues of bullying. This is an integral part of the positive behavior plans in each of the elementary schools.

## **Amistad Mandate**

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: In Unit 3, students investigate heroes, which provides an excellent opportunity to highlight the contributions of African Americans to society