



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Social Studies

Grade 1

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Course Description:

Grade 1 Social Studies

Grade 1 Social Studies will continue to develop each student's sense of self-identity, which was introduced in Kindergarten Social Studies. The role of the child in his or her family will be analyzed and explored. Moving forward, students will learn about families from around the world and the various family beliefs, customs, traditions, history, and cultures they possess. Students will compare and contrast their family with their peers' families and then those from other continents and countries. The various holidays from around the world will also be examined. Students will then study the United States of America with an emphasis on its origin, past important leaders, and national monuments and symbols. The fundamental rights of citizens will be introduced and also what it means to be a good United States citizen.

Suggested Course Sequence:

Unit 1: *My Family*: 20 Days (V.I.P. runs throughout the year)

Unit 2: *Families Around the World*: 25 Days

Unit 3: *Our Nation*: 20 Days

Pre-Requisite: None

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 1: My Family
Target Course/Grade Level:	Grade 1

Unit Summary

Students will examine themselves and their families and then compare their findings with those of their classmates. Students will analyze the similarities and differences they find. Different family cultures and traditions will be discussed. Students will learn about various cultures and traditions that may be unfamiliar to them. Students will explore why and how events can be seen and experienced through different perspectives based upon different cultures.

21st Century Skills

Communicate clearly, interact effectively with others, solve problems, and work independently.

Learning Targets

Standards

6.1 U.S. History: America in the World

Student will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#	Cumulative Progress Indicator (CPI)
6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Unit Essential Questions

- How do I fit within my family, class, and school?
- How are people alike and different?
- How are families alike and different?
- Why am I special to my family, class, and school?
- How am I different to my family, class, and school?
- How has the American family changed over time?
- Can families follow more than one tradition or culture?
- How do people of different cultures view events differently?

Unit Enduring Understandings

- I am an important part of my family, my class, and my school.
- There are many different types of people and families, each with unique characteristics.
- These different characteristics are what make us unique and special.
- People are similar in many ways and different in many other ways.
- Families change over time.
- Families can be made up of several cultures, which follow various traditions.
- Our cultures and backgrounds influence how we view events.

Unit Learning Targets

Students will...

- Understand their position within their family, class, and school.
- Identify ways people and families are similar and different.
- Understand what makes them special and unique to their family, class, and school.
- Understand there are many people and families with different cultures and traditions.
- Study what cultures and traditions families can have.
- Discover why people from different cultures can view events differently.

Evidence of Learning

Summative Assessment (1 day)

Quizzes

Teacher Observations

Student Insight and Participation

Equipment Needed: InterWrite Board, ELMO, projector, desktop/laptop

Teacher Resources: Paper, whiteboards, Expo markers, worksheets

Formative Assessments

- Individual Work
- Group Work
- Teacher Observations
- Class Discussions
- Projects
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	All About Me	3 days/student (Sept-June)
2	Me and My Family	3 days
3	American Families Over Time	3 days
4	Families and their Cultures and Traditions	3 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/6/>

<http://teacher.scholastic.com/lessonrepro/lessonplans/theme/famk1.htm>

<http://www.scholastic.com/teachers/lesson-plan/books-teaching-about-families>

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 2: Families Around the World
Target Course/Grade Level:	Grade 1

Unit Summary

Students will examine how family life around the world varies greatly, depending on location. Students will observe the various beliefs, values, customs, traditions, and holidays families recognize in connection with their specific culture. Students will closely study the different holidays celebrated by the many cultures around the world. Teachers will prepare a plethora of activities for the students to enjoy through active participation and activities. Students will discover how they can show respect and appreciation for other cultures by learning about them. Students will complete this unit with a “Holidays Around the World” activity with their teachers.

21st Century Skills

Make judgments and decisions, use and manage information, work effectively in diverse teams, and adapt to change.

Learning Targets
Standards
6.1 U.S. History: America in the World

Student will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#	Cumulative Progress Indicator (CPI)
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
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.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Essential Questions

- How does location in the world affect family life?
- Why do cultures recognize different beliefs, values, customs, traditions, and holidays?
- Why are different holidays celebrated around the world?
- How are families around the world similar and different?
- How have Americans been influenced with cultures from around the world?
- How can you show respect to someone from a different culture?

Unit Enduring Understandings

- Families live in different countries spread throughout the entire world.
- Where these families live influences their beliefs, values, customs, traditions, and holidays.
- Holidays reflect the culture in which they are associated.
- Many cultures influenced America and the American way of life.
- Understanding and accepting the similarities and differences between your culture and those of others is one way to show respect.

Unit Learning Targets

Students will...

- Understand location plays a role in developing your family’s identity.
- Recognize cultures have many similarities and differences.
- Analyze the various holidays different cultures recognize.
- Understand various cultures have influenced American life.
- Study different cultures and their various beliefs, values, customs, traditions, and holidays.

- Discover America is made up of families with all different types of cultures.

Evidence of Learning

Summative Assessment (1 day)

Quizzes

Teacher Observations

Student Insight and Participation

Equipment Needed: InterWrite Board, ELMO, projector, desktop/laptop

Teacher Resources: Paper, whiteboards, Expo markers, worksheets

Formative Assessments

- Individual Work
- Group Work
- Teacher Observations
- Class Discussions
- Projects
- Worksheets

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Families Around the World	4 days
2	Comparing Families	3 days
3	Holidays Around the World	10 days
4	Showing Respect for other Cultures	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/6/>

<http://www.discoveryeducation.com/teachers/free-lesson-plans/children-around-the-world.cfm>

<http://www.familiesoftheworld.com>

<https://www.youtube.com/playlist?list=PL9C4825F0330C5831>

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 3: Our Nation
Target Course/Grade Level:	Grade 1

Unit Summary

Students will begin to explore how and why the United States of America was created. Students will study past important leaders, such as George Washington, Thomas Jefferson, Benjamin Franklin, Abraham Lincoln, and Dr. Martin Luther King, Jr. American symbols, monuments, and holidays will be explored and their connection to modern day life will be examined. Students will understand the fundamental rights and responsibilities of American citizens.

21st Century Skills

Reason effectively, think creatively, access and evaluate information, and communicate clearly.

Learning Targets

Standards

6.1 U.S. History: America in the World

Student will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#	Cumulative Progress Indicator (CPI)
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.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy.
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.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate Key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
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.
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.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Unit Essential Questions

- How do rules and laws help us as citizens of the United States of America?
- What are my responsibilities as a United States citizen?
- How did past leaders of our country influence the United States?
- Why are American symbols and monuments important and where can they be found?

Unit Enduring Understandings

- Rules and laws help protect our rights, resolve conflicts, and promote the common good.
- Understand what makes a good citizen.
- As part of a democracy citizens vote political leaders into office.
- Our country has been shaped and influenced by past leaders (George Washington, Thomas Jefferson, Benjamin Franklin, and Dr. Martin Luther King Jr.)
- American symbols and monuments can be found in many places and are tied to our nation’s history.
- National holidays are connected to major and/or important events in our nation’s history.

Unit Learning Targets

Students will...

- Understand they are rules and laws in a society.
- Recognize the responsibilities of being good citizens, including voting for political leaders.
- Identify and describe important past national leaders and their contributions to America.
- Recognize and explain the historical significance of American symbols and monuments.
- Identify which important events in America’s history are connected to national holidays.

Evidence of Learning

Summative Assessment (1 day)

Quizzes

Teacher Observations

Student Insight and Participation

Equipment Needed: InterWrite Board, ELMO, projector, desktop/laptop

Teacher Resources: Paper, whiteboards, Expo markers, worksheets

Formative Assessments

- | | |
|------------------------|---------------------|
| • Individual Work | • Class Discussions |
| • Group Work | • Projects |
| • Teacher Observations | • Worksheets |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Why do We have Rules and Laws?	3 days
2	What Characteristics do Good Citizens Have?	3 days
3	Leaders from Our Past	4 days
4	American Symbols and Monuments	3 days
5	National Holidays	3 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/6/>

<http://www.brainpopjr.com/socialstudies/government/president/preview.weml>

<http://www.brainpopjr.com/socialstudies/government/localandstategovernments/>

<http://kids.usa.gov>