

Clinton-Glen Gardner School District



Curriculum Management System

Social Studies

Grades 1

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

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Mrs. Lisa J. Craft, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
Mrs. Jenine Kastner, Supervisor of Special Services

BOARD OF EDUCATION

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

In today's world, students are faced with complex challenges that have global implications and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare students to become global citizens. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

Social studies provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. The curriculum fosters the development of students who:

- Are civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities
- Make informed decisions about local, state, national, and global events based on inquiry and analysis
- Consider multiple perspectives, value diversity, and promote cultural understanding
- Recognize the implications of an interconnected global economy
- Appreciate the global dynamics between people, places, and resources
- Communicate ideas by identifying a problem, developing a solution and sharing with others

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Social Studies Standards and Cumulative Progress Indicators.

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. This curriculum was revised to reflect minor revisions made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

Grade 1 Social Studies

Scope and Sequence

Quarter I	
<p>Topic: Community</p> <p>I. Describe and learn about different aspects in a community including school, merchants, neighborhoods, and workers.</p> <ol style="list-style-type: none"> a. Class rules b. School community c. Merchants/ business d. Neighborhoods e. Local government/voting 	<p>Topic: Holidays and Traditions</p> <p>II. Identify historic and current figures and holidays that have an impact on our society.</p> <ol style="list-style-type: none"> a. Columbus Day (New World) b. Halloween c. Veteran's Day d. Thanksgiving e. Diwali
<p>21st Century Skills (The ones that apply for this unit are in bold)</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	
<p>21st Century Themes (The ones that apply for this unit are in bold)</p> <ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	

Careers

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Assessment

District End of Unit Benchmark

Differentiation

Refer to District K-2 Tool Kit for Differentiation

Interdisciplinary Connections

The Social Studies Curriculum is often connected to themes in our Language arts Curriculum and through application of skills in Reading Literature, Reading Informational Text, and Writing. Resources such as those located in the **Amistad Curriculum** and the **NJ Commission on Holocaust Education** which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary Connections.

ELA: RI.1.1-10, W.1.1-10 Arts: 1.1.2.C.3, 1.3.2.C.1, 1.3.2.D.1-2, 1.3.2.D.4 Technology: 8.1.2.A.5, 8.2.2.A.3, 21st Century Life/Careers: 9.1.4.A.5

Quarter II

Topic: Holidays and Traditions

- III. Locate and acquire an understanding of various cultures including their customs, beliefs, rules, life ways, language, food, and clothing.
- a. Cultural winter holidays
 - i. Christmas, Kwanza, Hanukkah
 - ii. Germany, Mexico, USA, Holland, Italy, Sweden
 - b. New Year's/Chinese New Year
 - c. Martin Luther King Jr., Ruby Bridges

Topic: Needs and Wants

- IV. Develop an awareness of the economic forces that influence their lives. Identify the difference between goods and services a family needs for every day life. Distinguish between the wants and needs of communities, families, and individuals.
- a. Difference between needs and wants
 - b. Money, savings, and debt

21st Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- **Media Literacy**
- **Information Literacy**
- **Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- Civic Literacy
- Health Literacy
- Environmental Literacy

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Assessment

District End of Unit Benchmark

Differentiation

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Quarter III

Topic: Geography

- V. Identify and describe the continents and major bodies of water.
 - a. Continents
 - b. Bodies of water
 - c. Parts of a map
 - i. Compass rose
 - ii. Title
 - iii. Scale
 - iv. Map key

Topic: Holidays and Traditions

- VI. Identify and understand historical symbols and their influence on American society.
 - a. Holidays
 - i. Groundhogs Day
 - ii. Valentine's Day
 - iii. St. Patrick's Day
 - b. Symbols
 - i. United States Flag
 - ii. Pledge of Allegiance
 - iii. American Bald Eagle
 - iv. Liberty bell
 - v. White House
 - vi. Statue of Liberty
 - vii. Washington Monument
 - viii. Lincoln Memorial

21st Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- **Media Literacy**
- **Information Literacy**
- **Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- Civic Literacy
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Assessment

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Differentiation

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Quarter IV

Topic: Community Service

VII. Acquire the skills necessary to be active and informed citizens in our interconnected world.

- a. Local government
- b. Service Project

Topic: Holidays and Traditions

VIII. Identify historic and current figures and holidays that have an impact on our society.

- a. Flag Day
- b. Earth Day
- c. Memorial Day
- d. Independence Day

21st Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- **Media Literacy**
- **Information Literacy**
- **Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

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Assessment

District End of Unit Benchmark

Differentiation

Refer to District K-2 Tool Kit for Differentiation

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 Social Studies	Topic: Community	
		Goal 1: The student will be able to describe and learn about different aspects in a community including school, merchants, neighborhood, and workers.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.1. Discuss and create classroom rules and routines. (6.3.4.A.1, 6.3.4.D.1, 9.1.4.F.3)</p> <p>1.2. Identify the school environment, school workers, and schools around the world. (6.1.4.A.11)</p> <p>1.3. Describe types of families and the roles and responsibilities of each family member. (6.1.4.A.11)</p> <p>1.4. Identify and describe a neighborhood as a place where people live, work, and play. (6.1.4.A.11)</p> <p>1.5. Recognize and describe businesses, merchants, and organizations and their roles within a community. (6.1.4.C.6, 6.1.4.A.11)</p>	<p>Essential Questions: Why do we have rules and laws within our school, community, and government? What rules do people need? What rules do families need? Who should make the rules and laws? What are our roles and responsibilities as productive citizens in our community? What is a community and how does it function?</p> <p>Conceptual Understandings: Rules and laws are developed to protect people's right and the security and welfare of society. The United States democratic system requires active participation of its citizens. Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond. Active citizens in the 21st century demonstrate understanding of the need for fairness and take appropriate action against unfairness.</p>	<p>Learning Activities: Walking Community Field Trip Create and present local community project of a business/organization. Draw and illustrate biographical information on school workers. Assessment Models: Draw two things that are unique to your community. Draw two different types of jobs and describe what they do. Additional Resources: Town of Clinton Website - www.clintonnj.gov/ NJ Holocaust Commission Curriculum Amistad Curriculum</p>

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	<p>1.6. Describe how citizens participate in community life (rights, privileges, responsibilities, and the voting process). (6.1.4.A.1, 6.1.4.A.3, 6.1.4.A.7, 6.1.4.A.8)</p> <p>1.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>1.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>1.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.10. Demonstrate an awareness of one's own culture and other cultures during interactions within and</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Community	
	Subject/Grade Level: Grade 1 Social Studies	Goal 1: The student will be able to describe and learn about different aspects in a community including school, merchants, neighborhood, and workers.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>outside of the classroom. (9.1.4.D.3)</p> <p>1.11. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p> <p>1.12. Collaborate to design a solution to a problem affecting the community. (8.2.2.A.5)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Holidays and Traditions (1)	
	Subject/Grade Level: Grade 1 Social Studies	Goal 2: The student will be able to identify historic and current figures, including folklore traditional to New Jersey. Discuss the influence that holidays and traditions have on our society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.1. Discuss and Identify historical folklore figures including ones that are indigenous to New Jersey. (6.1.4.D.12)</p> <p>2.2. Describe how traditions, cultures, beliefs and values are shaped through American holidays. (6.1.4.D.13, 6.1.4.D.14)</p> <p>2.3. Explain how our cultural interaction has impacted and will continue to shape the American society. (6.1.4.D.18)</p> <p>2.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p>	<p>Essential Questions: Why do we celebrate Columbus Day? What is folklore and what two folklores are native to New Jersey? What Fall Holidays do we celebrate and why? What were the reasons for the Pilgrims to leave England and come to America? Why is America called a melting pot? How do our holidays and cultures influence other societies?</p> <p>Conceptual Understandings: American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p> <p>Cultures that are generally accepted by a particular group of people include traditions, popular beliefs, commonly held values, ideas, and assumptions.</p> <p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p> <p>The cultures with which an individual or groups identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</p>	<p>Learning Activities: Make Christopher Columbus boats and write about your dream.</p> <p>Halloween Parade</p> <p><u>The Legend of the Indian Paintbrush</u> (Tomie dePaola) retelling activity</p> <p><u>The Legend of the Blue Bonnet</u> (Tomie dePaola) retelling activity</p> <p><u>The Pilgrims' First Thanksgiving</u> (Ann McGovern)</p> <p>Have a Thanksgiving Feast in the classroom</p> <p>Students should examine Native American cultures by listening to literature, drawing pictures, and writing stories that reflect upon the customs, beliefs, rules, life ways, language, food, clothing, and tools. When they have done this make sure to compare and contrast how that is different from today's society.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Holidays and Traditions (1)	
	Subject/Grade Level: Grade 1 Social Studies	Goal 2: The student will be able to identify historic and current figures, including folklore traditional to New Jersey. Discuss the influence that holidays and traditions have on our society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(9.1.4.C.1)</p> <p>2.6. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>2.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>2.9. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		<p>Additional Resources:</p> <p><u>Halloween is...</u>(Gail Gibbons)</p> <p>NJ Holocaust Commission Curriculum</p> <p>Amistad Curriculum</p> <p><u>The Ships of Christopher Columbus: Santa Maria, Nina, Pinta</u> (Xavier Pastor)</p> <p><u>How We Learned the Earth Was Round</u> (Patricia Lauber)</p> <p><u>Christopher Columbus</u> (Stephen Krensky)</p> <p>Video - Columbus's Trip (Scholastic News)</p> <p><u>Oh, What a Thanksgiving</u> (Steven Kroll)</p> <p>Internet: www.americanfolklore.net Dem Bones (Captain Kidd) and New Jersey Devil</p>

Suggested days of Instruction	Curriculum Management System	Topic: Holidays and Traditions (2)	
	Subject/Grade Level: Grade 1 Social Studies	Goal 3: The student will be able to locate and acquire an understanding of various cultures including their customs, beliefs, rules, life ways, language, food, and clothing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.1. Compare and contrast various cultural holidays and how they are celebrated in the United States and their homeland. (6.1.4.D.14, 6.1.4.D.19, 6.1.4.D.20, 9.1.4.D.3)</p> <p>3.2. Explain how global movement into our country continues to impact the values and belief systems of today's society. (6.1.4.D.18)</p> <p>3.3. Describe how governments, languages, customs, and laws are similar and different around the world. (6.1.4.A.14, 9.1.4.D.3)</p> <p>3.4. Describe how actions of civil rights leaders influenced the way for future generations. (6.1.4.A.10)</p> <p>3.5. Examine how American culture has reacted to violation of their civil rights. (6.1.4.A.9)</p>	<p>Essential Questions:</p> <p>What are some of the winter holidays celebrated in the United State?</p> <p>How is our government the same and different than other countries?</p> <p>What were the contributions that Martin Luther King, Jr. made to our society?</p> <p>What were some of the historical events and people who led the way to civil rights?</p> <p>How did society react to violation of human rights?</p> <p>Conceptual Understandings:</p> <p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p>The world is comprised of nations that are similar to and different from the United States.</p> <p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p> <p>The cultures with which an individual or groups indentifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</p>	<p>Learning Activities:</p> <p>Holidays Around the World activities and mapping</p> <p>St. Lucia – make crowns and hats</p> <p><u>The Legend of the Poinsettia</u> (Tomie dePaola)</p> <p>poinsettias and poinsettia day cards</p> <p>Las Posados</p> <p>Holland/Belgium - St. Nicholas – candy in shoes</p> <p>Germany – Christmas Tree/Advent Calendar</p> <p>Isreal – Hanukkah</p> <p>Can include other countries such as Italy, France, and Africa (Kwanzaa)</p> <p>New Year's Eve hats</p> <p>Chinese New Year – money envelopes</p> <p>Draw a picture of yourself – add what you would do to make this world a better place. Cut out and string hands together.</p> <p><u>The Story of Ruby Bridges</u> (Robert Coles)</p> <p><u>A Picture Book of Martin Luther King, Jr</u> (David A. Adler)</p> <p>Assessment Models:</p>

Suggested days of Instruction	Curriculum Management System	Topic: Holidays and Traditions (2)	
	Subject/Grade Level: Grade 1 Social Studies	Goal 3: The student will be able to locate and acquire an understanding of various cultures including their customs, beliefs, rules, life ways, language, food, and clothing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.6. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>3.9. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>	<p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p>	<p>Additional Resources: Holidays Around the World Websites http://www.educationworld.com/a_lesson/lesson213.shtml http://www.kidsturncentral.com/holidays/glossary/holidaysgloss.htm NJ Holocaust Commission Curriculum Amistad Curriculum</p>

Suggested days of Instruction	Curriculum Management System	Topic: Needs and Wants	
	Subject/Grade Level: Grade 1 Social Studies	Goal 4: The student will be able to develop an awareness of the economic forces that influence their lives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.1. Identify the difference between goods and services a family needs for every day life. (6.1.4.C.2)</p> <p>4.2. Distinguish between the wants and needs of communities, families, and individuals. (6.1.4.C.2, 9.2.4.B.1)</p> <p>4.3. Identify and describe the role of money and the effects of saving, spending, and debt. (6.1.4.C.10, 9.2.4.B.5, 9.2.4.C.1, 9.2.4.D.1)</p> <p>4.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>4.5. Use effective oral and written communication in face-to-face and online interactions</p>	<p>Essential Questions: What is the difference between needs and wants? What are goods and services? Why do people save? Why do people work? How does money help people? How do workers help in a community?</p> <p>Conceptual Understandings: People make decisions based on their needs, wants, and availability of resources. Understanding the financial instruments and outcomes assists citizens in making sound decisions about money savings, spending, and investment.</p>	<p>Learning Activities: Set up a classroom bank. Have students earn different amounts (play money or points can work) for performance, behavior, and participation during class time. Then every week they can either spend their collected amounts or save for a bigger item. Explain how if they do not have enough money and wish to charge then they will have debt and need to pay it off the following week.</p> <p>If this is done during the holiday season you could have students make a list of needs onto a present and a list of wants on a stocking.</p> <p>Additional Resources: http://www.internet4classrooms.com/skills_1st_social.htm http://www.rockingham.k12.va.us/resources/elementary/1history.htm http://www.adprima.com/social10.htm</p>

Suggested days of Instruction	Curriculum Management System	Topic: Needs and Wants	
	Subject/Grade Level: Grade 1 Social Studies	Goal 4: The student will be able to develop an awareness of the economic forces that influence their lives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and when presenting to an audience. (9.1.4.D.1)</p> <p>4.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.7. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>4.8. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Geography	
	Subject/Grade Level: Grade 1 Social Studies	Goal 5: The student will be able to acquire spatial thinking and geographical tools to located and describe various places on Earth.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.1. Locate and identify the seven continents. (6.1.4.B.1)</p> <p>5.2. Locate and identify the four major oceans and other major bodies of water. (6.1.4.B.1)</p> <p>5.3. Introduce and explore multiple types of maps and their components. (6.1.4.B.1)</p> <p>5.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>5.5. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.6. Explain the meaning of</p>	<p>Essential Questions: What are the seven continents? What are the four major bodies of water? Why are maps important to use? What are the four major parts of a map? (Compass rose, title, scale, map key)</p> <p>Conceptual Understandings: Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p>	<p>Learning Activities: “Do You Know the Continents” Song</p> <p>Have students label continents and oceans on a map</p> <p>Have students explore various types of maps.</p> <p>Have students memorize their address and phone number.</p> <p>Assessment Models: Label all seven continents on a map. Label all four oceans on a map.</p> <p>Additional Resources: http://www.adprima.com/social10.htm http://www.instructorweb.com/socialstudies.asp</p> <p>NJ Holocaust Commission Curriculum</p> <p>Amistad Curriculum</p>

Suggested days of Instruction	Curriculum Management System	Topic: Geography	
	Subject/Grade Level: Grade 1 Social Studies	Goal 5: The student will be able to acquire spatial thinking and geographical tools to located and describe various places on Earth.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>5.7. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>5.8. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Holidays and Traditions (3)	
	Subject/Grade Level: Grade 1 Social Studies	Goal 6: The student will be able to identify and understand historical symbols and their influence on the American society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>6.1. Describe how traditions, cultures, beliefs and values are shaped through American holidays. (6.1.4.D.13, 6.1.4.D.14)</p> <p>6.2. Identify and explain historical symbols of the United States. (6.1.4.D.17)</p> <p>6.3. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>6.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>6.5. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p>	<p>Essential Questions: What winter holidays do we celebrate and why? What are some of the most important American symbols? How are the symbols of the United States meaningful to us and to our traditions?</p> <p>Conceptual Understandings: Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p>	<p>Learning Activities: Tasting of the Green (St.Patrick's Day) Jamie O'Rourke and the Big Potato (Tomie dePaola) retelling activity 100 Day of School Celebration Discuss with children the difference between fact and fiction with such holidays as Groundhog's Day, Valentine's Day, and St. Patrick's Day. Easter/Passover discussion Symbols packet</p> <p>Assessment Models: Name 6 American symbols Recite the Pledge of Allegiance</p> <p>Additional Resources: Groundhog Day! (Gail Gibbons) The Groundhog Day Book of Facts and Fun (Wendie C. Old and Paige Billin-Frye) Groundhog Weather School (Joan Holub and Kristin Sorra) Valentine's Day Is... (Gail Gibbons)</p>

Suggested days of Instruction	Curriculum Management System	Topic: Holidays and Traditions (3)	
	Subject/Grade Level: Grade 1 Social Studies	Goal 6: The student will be able to identify and understand historical symbols and their influence on the American society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>6.6. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>6.7. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>6.8. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		<p>St. Patrick's Day (Gail Gibbons)</p> <p>Stars and Stripes: The Story of the American Flag (Sarah L. Thomson)</p> <p>The Flag We Love (Pam Munoz Ryan)</p> <p>F Is For Flag (Wendy Cheyette Lewison)</p> <p>Pledge of Allegiance (Scholastic, Inc.)</p> <p>My Country, 'Tis of Thee (Samuel Francis Smith)</p> <p>Star Spangled Banner (Rachel E.)</p> <p>L Is for Liberty (Wendy Cheyette Lewison)</p> <p>The Statue of Liberty (Lloyd G. Douglas)</p> <p>The Bald Eagle (Lloyd G. Douglas)</p> <p>The White House (Lloyd G. Douglas)</p> <p>The Washington Monument (Kristin L. Nelson)</p> <p>The Lincoln Memorial (Kristin L. Nelson)</p> <p>NJ Holocaust Commission Curriculum</p> <p>Amistad Curriculum</p>

Suggested days of Instruction	Curriculum Management System	Topic: Community Service	
	Subject/Grade Level: Grade 1 Social Studies	Goal 7: The student will be able to acquire the skills necessary to be active and informed citizens in our interconnected world.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.1. Communicate with community officials or members to discuss local issues. (6.3.4.A.2)</p> <p>7.2. Select and develop a service project that is inspired by the class and is influential to the community. (6.3.4.A.3, 6.3.4.C.1, 9.1.8.A.7)</p> <p>7.3. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>7.4. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>7.5. Use data access on the Web to inform solutions to problems and the decision-making process. (9.1.4.A.4)</p>	<p>Essential Questions: Why do we need to help our town? Who do we contact in our town to discuss local issues and concerns?</p> <p>Conceptual Understandings: Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond.</p> <p>Active citizens in the 21st century make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</p>	<p>Learning Activities: Write letters to the mayor or town council asking if there is a local town issue that the first grade can assist with and create a solution.</p> <p>Assessment Models: Completed service project for the town.</p> <p>Additional Resources: Town of Clinton Website - www.clintonnj.gov/</p>

Suggested days of Instruction	Curriculum Management System	Topic: Community Service	
	Subject/Grade Level: Grade 1 Social Studies	Goal 7: The student will be able to acquire the skills necessary to be active and informed citizens in our interconnected world.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.6. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>7.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>7.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>7.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>7.10. Explain the meaning of productivity and accountability, and describe situations in which productivity and</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Community Service	
	Subject/Grade Level: Grade 1 Social Studies	Goal 7: The student will be able to acquire the skills necessary to be active and informed citizens in our interconnected world.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>7.11. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>7.12. Collaborate to design a solution to a problem affecting the community. (8.2.2.A.5)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Holidays and Traditions (4)	
	Subject/Grade Level: Grade 1 Social Studies	Goal 8: The student will be able to identify and understand historical symbols and their influence on the American society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>8.1. Describe how traditions, cultures, beliefs and values are shaped through American holidays. (6.1.4.D.13, 6.1.4.D.14)</p> <p>8.2. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>8.3. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>8.4. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>8.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p>	<p>Essential Questions: What is the difference between Veteran’s Day and Memorial Day? Why is Flag Day? Why do we celebrate the 4th of July? Why is it important to set a day aside for the Earth?</p> <p>Conceptual Understandings: Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p>	<p>Learning Activities: Make American flags.</p> <p>Brainstorm as a class to list ideas that can be done in school to help celebrate Earth Day.</p> <p>Write and send letters to service men and women thanking them for fighting for our country.</p> <p>Additional Resources: <u>Memorial Day (Our Country's Holidays)</u> (Sheri Dean) <u>Memorial Day (First Step Nonfiction)</u> (Robin Nelson) <u>The Fourth of July Story</u> (Alice Dalgliesh and Marie Nonnast) NJ Holocaust Commission Curriculum Amistad Curriculum</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 1 Social Studies	Topic: Holidays and Traditions (4)	
		<u>Goal 8:</u> The student will be able to identify and understand historical symbols and their influence on the American society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	8.6. Collaborate to design a solution to a problem affecting the community. (8.2.2.A.5)		

Supplemental Titles Used in this Unit

- Sneetches
- The Berenstain Bears New Neighbors
- Hats Off to Hair!
- The Colors of Us
- All Kinds of Children
- Lovable Lyle
- A Pig Is Moving In!
- Whoever You Are
- The Crayon Box That Talked
- Two Eyes, A Nose, and A Mouth