

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade 1, Social Studies**

The fundamental purpose of social studies education in the Summit Public Schools is to ensure that all students develop as active, informed, responsible participants in a diverse democratic society. Social studies education must promote loyalty, love of country, and character as it prepares students to respond as intelligent and responsible citizens. Students acquire the ability to understand their world and to have the appreciation for the heritage of our nation with a background in civics, history, geography, and economics.

Citizen participation in a government is essential to a democracy. Students must develop an appreciation of the American constitutional system and an awareness and commitment to the rights and responsibilities of citizenship. They must be tolerant of those with whom they disagree. As citizens of the world, they must be provided with the knowledge and skills to be able to function culturally, politically, and economically in a global society.

The Summit Public School supports the New Jersey Core Curriculum Content Standards for Social Studies which define the knowledge and skills that students need to make informed and reasoned choices for the public good. We believe that all students can learn at high levels. We recognize the strengths in our diverse community.

Our social studies program aims to achieve the following:

- Students will develop a knowledge base of common cultural elements in addition to concepts that will enable them to understand their heritage and communicate with others.
- Students will develop critical thinking skills in order to become lifelong learners and to evaluate issues of importance to all Americans.
- Students will acquire basic literacy in the core disciplines of social studies and will be able to apply this knowledge as active citizens.
- Students will become reflective thinkers who engage in meaningful productive work which helps in the development of skills.
- Students will develop an understanding of self and others in order to become participants in a global society.

By infusing objectives to meet the standards of New Jersey's involvement of transportation, leadership, and innovation within each unit, the New Jersey Core Curriculum Content Standards for social studies are met and defined. In addition, through our curriculum and by incorporating the Holocaust/Genocide Curriculum guidelines, as well as the Amistad Commission's main objectives, we have designed a program that will prepare students for national and global citizenship.

Finally, our Social Studies program is designed around the following Common Core State Standards:

**Common Core State Standards - Reading**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Common Core State Standard – Writing**

#### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Curriculum

### Course Description: *Social Studies and our Class*

In this unit, students will understand and apply the reasons people need rules.

Standard	
<p><b>6.1 U.S.History: American in the World:</b> All students 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</p> <p><b>6.3 Active Citizenship in the 21<sup>st</sup> Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <p>6.1.A: Civics, Government, and Human Rights</p> <p>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.</p> <p>6.3.A: Civics, Governments, and Human Rights</p> <p>1. Evaluate what makes a good rule or law.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>How would you solve a problem in the home, school or community?</li> <li>How are rules made and enforced?</li> <li>What makes a “good” rule?</li> <li>When, if ever, can rules be broken?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Citizenship begins with becoming a contributing member of the classroom community.</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>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.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>Contribute to the development of classroom rules.</li> <li>Identify specific rules in the school.</li> <li>Identify a rule and explain why it is important.</li> <li>Explain the reasons for consequences when not following the rules.</li> <li>Explain ways students are the same and different.</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>Students will recite classroom rules and explain what it means</li> <li>Create a rule and consequence for the student’s family</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a poster with a classroom rule on it, illustrating what happens when the rule is followed, and when it is not</li> <li>• Develop a Venn Diagram comparing and contrasting the student with a friend or classmate</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Through interactive or shared writing, develop a list of classroom rules and consequences</li> <li>• Read aloud: <u>Know and Follow Rules</u> by C. Meiners; <u>Following Rules</u> by C. Mayer; <u>Rules for School</u> by A. Greven; <u>David Goes to School</u> by D. Shannon; <u>Never Spit on Your Shoes</u> by D. Cazet</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Illustrate a classroom rule on KidPix</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Study pictures of different people and identify how they are similar and how they are different</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Identify different rules around the world and why the rule is important</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

**Summit Public Schools  
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**Curriculum**

**Course Description: *Exploring Our Community***

In this unit, students will be able to identify important characteristics of different communities.

Standard	
<b>6.1 U.S.History: American in the World:</b> All students 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	
<b>Big Ideas: Course Objectives / Content Statement(s)</b> 6.1.B: Geography, People, and the Environment: 1. Develop an awareness of the physical features of the neighborhood/ community  6.1.D: History, Culture, and Perspectives 4. learn about and respect other cultures within the classroom and community.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>What are my responsibilities as a community member?</li> <li>Why is it important to be part of a community?</li> <li>Why is it better for communities to be made up of many different kinds of people?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li>Everyone is part of a larger neighborhood and community.</li> <li>There are many different cultures within the classroom and community.</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <ul style="list-style-type: none"> <li>Identify the title of the person who makes rules.</li> <li>Identify and explain the duties of principal, teachers, specialists, custodians, cafeteria workers, nurses, guidance counselors, and secretaries in the school.</li> <li>Identify and explain the duties of the mayor, postal workers, firefighters, garbage collectors, superintendent, Board of Education, religious leaders, and police officers.</li> </ul> Sample Assessments: <ul style="list-style-type: none"> <li>Name the important people in the school: principal, secretary, school nurse, custodian, etc.</li> </ul>
Develop an awareness of the physical features of the neighborhood/ community	
Learn about and respect other cultures within the classroom and community.	

- Answer the questions: “What is the role of the principal?” “What is the role of the secretary?” “What is the job of the custodian?” “What is the job of the school nurse?”
- Create a “Who Helps Us At School” booklet
- Name the important people in the community.
- Answer the questions: “What is the job of the police?” “What does a fireman do?” “What does the mayor do?”
- Identify the leaders of home, school, and community.

#### Instructional Strategies:

##### Interdisciplinary Connections

- Write a persuasive letter to a school or community member asking for change.
- Play a game of “Guess the Community Worker” by asking classmates questions for clues to help them figure out the type of community worker that is written on a post-it on the student’s back. (Speaking and Listening Skills)
- Read Aloud: My Community by J. Robertson; On the Town by J. Caseley; Helpers in My Community by B. Kalman; Communities by G. Saunders-Smith; Everyone Makes a Difference: A Story about Community by C. Leany and P. Wilks
- Develop an informational book all about school or town community.
- Practice reading a reader’s theater script entitled “We Are Your Community”

##### Technology Integration

- Listen and read stories from community workers at <http://teacher.scholastic.com/commclub/>
- Sing songs about the job of various community workers using songs found at: <http://www.songsforteaching.com>
- View BrainPop Jr on community topics

##### Media Literacy Integration

- Students take digital pictures around their community and label them

##### Global Perspectives

- Study what communities around the world look like
- Compare and contrast different types of communities using a Venn Diagram

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and</li> <li>Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> </ul>
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Texts and Resources:

A Day in the Life of a Teacher by L. Hayward (2001)

Hooray for Diffendoofer Day by Dr. Seuss (1998)

School Principals by T. Boraas (1999)

Fire Fighter! By A. Royston

On the Town: A Community Adventure by J. Caseley (2002)

**Summit Public Schools  
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**Curriculum**

**Course Description: *Family History***

In this unit, students will document their family history through two generations, and tell about their family heritage using stories, songs, and drawings.

<b>Standard</b>	
<b>6.1 U.S.History: American in the World:</b> All students 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.	
<b>Big Ideas: <i>Course Objectives / Content Statement(s)</i></b> 6.1.D: History, Culture, and Perspectives 1. Describe characteristics of oneself, one's family, and others. 2. Demonstrate an understanding of family roles and traditions 3. Express individuality and cultural diversity 4. Learn about and respect other cultures within the classroom community.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>Why is family heritage important?</li> <li>How does our past connect to the present?</li> <li>What stories do our family traditions and celebrations tell?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li>Individuals and families have unique characteristics.</li> <li>There are many different cultures within the classroom and community</li> </ul>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	Instructional Focus: <ul style="list-style-type: none"> <li>Identify the countries of their ancestors on a map.</li> <li>Create a family tree going back two generations.</li> <li>Identify changes in themselves by creating a memory book. (ongoing throughout the school year)</li> </ul>
Describe characteristics of oneself, one's family, and others.	
Demonstrate an understanding of family roles and traditions	
Express individuality and cultural diversity (e.g. through dramatic play)	
Learn about and respect other cultures within the	



<p>classroom and community.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Develop a family tree that goes back to a student's grandparents</li> <li>• Given a map, students will identify the countries of their ancestors</li> <li>• Make a presentation to the class about the country of their ancestors</li> <li>• Make a personal history using Timeliner</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Write an informational book about a country of ancestry.</li> <li>• Interview a relative about what life was like in the past</li> <li>• Practice storytelling family stories</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Have students go on virtual family field trips, looking for places of importance to family history</li> <li>• Make a personal history using Timeliner</li> <li>• Conduct a family search on <a href="http://www.familysearch.org">http://www.familysearch.org</a> or <a href="http://genealogy.about.com">http://genealogy.about.com</a></li> <li>• Learn about family history at <a href="http://www.worldgenweb.org/~w gw4kids/">http://www.worldgenweb.org/~w gw4kids/</a></li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Students will bring in and share family heirlooms and pictures</li> <li>• Students will develop a family montage of music and movies that are important to his/her families</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Learn about family history at <a href="http://www.worldgenweb.org/~w gw4kids/">http://www.worldgenweb.org/~w gw4kids/</a> and research countries from where families are from</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p>

	<p>Communication and Collaboration  Information Literacy  Media Literacy  Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):  Financial, Economic, Business, and  Entrepreneurial Literacy  Civic Literacy  Health Literacy</p>
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Texts and Resources:

Celebrating Families by R. Hausherr (1997)

Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems by M. Hoberman (2001)

Who's in a Family? By R. Skutch (1995)

Me and My Family Tree by J. Sweeney (1999)

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**Curriculum**

**Course Description: *What is a Map?***

In this unit, students will explain the spatial concepts of location, distance, and direction.

Standard	
<b>6.1 U.S.History: American in the World:</b> All students 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.	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> 6.1.B: Geography, People, and the Environment 1. Compare and contrast information that can be found on different types of maps, and determine when the information may be helpful.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>Why would recognizing and understanding map features be important?</li> <li>How can we use a map and globes to locate different places?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <ul style="list-style-type: none"> <li>Explain the function of a map.</li> <li>Correctly use a map key, compass rose, legend, and any symbols on a map.</li> <li>Identify specific places on a map of Summit such as school, neighborhood, and community buildings.</li> <li>Explain what a globe represents. Identify the differences between a globe and a map.</li> </ul>
Compare and contrast information that can be found on different types of maps, and determine when the information may be helpful.	

	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Students will follow directions for a treasure hunt</li> <li>• Students will be asked orally to find specific places on a map.</li> <li>• Develop a map of the classroom incorporating a key, compass rose, and other symbols</li> <li>• Play Picture and Symbol Concentration correctly matching pictures with map symbols</li> <li>• Compare and contrast the differences between a map and a globe using a Venn Diagram</li> <li>• Play Simon Says and have students follow directions to find north, south, east, and west</li> <li>• Develop a map with the route that students take to school using map symbols</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• After making a map of the classroom, write labels to identify each part on the map.</li> <li>• Read aloud: <u>Follow that Map!: A First Book of Mapping Skills</u> by S. Ritchie; <u>Me On the Map</u> by J. Sweeney; <u>Maps and Globes</u> by J. Knowlton; <u>There's a Map on My lap!: All About Maps</u> by T. Rabe; <u>My Map Book</u> by S. Fanelli; <u>As the Crow Flies: A First Book of Maps</u> by G. Hartman</li> <li>• Through interactive writing, write the names of places students have traveled to.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Play on <i>Neighborhood Map Machine</i></li> <li>• Draw a map in KidPix</li> <li>• Learn about maps using <a href="http://mapzone.ordnancesurvey.co.uk/mapzone/">http://mapzone.ordnancesurvey.co.uk/mapzone/</a></li> <li>• Create a map of the classroom and the school with Kidpix</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Study and view different types of maps, paying special attention to different symbols used in the map key</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Explore places around the world on an online interactive map (<a href="http://www.yourchildlearns.com/online-interactive-maps.htm">http://www.yourchildlearns.com/online-interactive-maps.htm</a>)</li> </ul>
The following skills and themes listed to the right	21 <sup>st</sup> Century Skills:

<p>should be reflected in the design of units and lessons for this course or content area.</p>	<p>Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration  Information Literacy  Media Literacy  Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):  Financial, Economic, Business, and  Entrepreneurial Literacy  Civic Literacy  Health Literacy</p>
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Texts and Resources:

Mapping Penny's World by L. Leedy (2000)

Me on the Map by J. Sweeney (1998)

Franklin's Neighborhood by P. Bourgeois (1999)

Mouse Views: What the Class Pet Saw by B. McMillan (1993)

This is the Way We Go to School by E. Baer

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**Curriculum**

**Course Description: *Wants and Needs***

In this unit, students will identify the needs and wants of their family, school, and community.

<b>Standard</b>	
<b>6.1 U.S.History: American in the World:</b> All students 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.	
<b>Big Ideas: Course Objectives / Content Statement(s)</b> 6.1.C: Economics, Innovation, and Technology 1. Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. 2. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>What is the difference between a want and a need?</li> <li>How does our community fill our needs?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li>People make decisions based on their needs, wants, and the availability of resources.</li> </ul>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	Instructional Focus: <ul style="list-style-type: none"> <li>Identify and explain the reason for their family's needs and wants.</li> <li>Identify and explain the reason for the school's needs and wants.</li> </ul>
Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities	
Distinguish between needs and wants and explain how scarcity and choice influence decisions made by	

individuals, communities, and nations.	<ul style="list-style-type: none"> <li>• Compare and contrast the needs and wants of family and school</li> <li>• Identify and explain the reason for Summit's needs and wants.</li> <li>• Compare and contrast the needs and wants of school with community.</li> </ul>
	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Develop a need and want for family, school, and Summit and write a sentence describing each</li> <li>• Orally explain the things people need in order to survive</li> <li>• Answer the questions, "What is something you really want?"</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Write a persuasive letter to a parent or school leader requesting something the students wants or needs.</li> <li>• Read Aloud: <u>A Birthday for Frances</u> by R. Hoban; <u>If You Give a Mouse a Cookie</u> by L. Numeroff; <u>In a People House</u> by T. LeSieg; <u>Pigs Will be Pigs</u> by A. Axelrod; <u>The Berenstain Bears Get the Gimmes</u> by S. &amp; J. Berenstain</li> <li>• Plant a salad garden to be shared at a school or class lunch</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Learn about needs and wants at <a href="http://www.brainpopjr.com/socialstudies/economics/needsandwants">http://www.brainpopjr.com/socialstudies/economics/needsandwants</a></li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Make a poster collage using digital pictures or other pictures found in magazines or online demonstrating needs from wants.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Read the book <u>A Country Far Away</u> by N. Gray and P. Dupasquier</li> </ul>
The following skills and themes listed to the right should be reflected in the design of units and lessons	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p>

for this course or content area.	<p>Critical Thinking and Problem Solving  Communication and Collaboration  Information Literacy  Media Literacy  Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):  Financial, Economic, Business, and  Entrepreneurial Literacy  Civic Literacy  Health Literacy</p>
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Texts and Resources:  
Needs and Wants by S. Ring

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**Curriculum**

**Course Description: *Where Do I Live?***

In this unit, students will be able to identify the house number, street, town, and state in which they live.

Standard	
<p><b>6.1 U.S.History: American in the World:</b> All students 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.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>  6.1.D: History, Culture, and Perspectives  1. Describe characteristics of oneself, one's family, and others</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>How does where you live affect how you live?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Individuals and families have unique characteristics.</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>Give orally and in writing a student's house number, street, city, state, and zip code.</li> <li>Give orally and in writing phone number including area code.</li> </ul> <p>Sample Assessments:</p>
Describe characteristics of oneself, one's family, and others	



	<ul style="list-style-type: none"> <li>Students will cite or write down their address including street number, city, state, and zip code along with a telephone number</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>Write a business or formal letter to someone incorporating a student's address</li> <li>Develop a oversized neighborhood map. Students then add pictures of their home on the map along with the address</li> <li>Develop a class phone book</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>Find student homes by using Google Maps or Google Earth</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>Examine photos of student homes, describe similarities and differences</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>Find student homes by using Google Maps or Google Earth and discuss its location on Earth</li> </ul>
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Texts and Resources:

I Live in Brooklyn by M. Takabayasi

The Berenstain Bears' New Neighbors by S. and J. Berenstain

Clifford and the Grouchy Neighbors by N. Bridwell

Cool Ali by N. Poydar

**Summit Public Schools  
Summit, New Jersey  
Grade 1, Social Studies**

**Curriculum**

**Course Description:** *Our Nation*

In this unit, students will understand the importance of our national monuments and major figures in our nation's history.

<b>Standard</b>	
<p><b>6.1 U.S.History: American in the World:</b> All students 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.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <p>6.1.D: History, Culture, and Perspectives</p> <p>13. Describe how culture is expressed through and influences by the behavior of people.</p> <p>14. Trace how the American identify evolved over time</p> <p>17. Explain the role of historical symbols, monuments, and holidays and how they affect the American identify.</p>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>Explain how we celebrate and honor the symbols, heroes and freedoms that represent our country?</li> <li>Why do we have national symbols?</li> <li>Who is an "American?"</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> <li>American culture, based in specific traditions</li> </ul>

	<p>and values, has been influenced by the behaviors of different cultural groups living in the United States.</p> <ul style="list-style-type: none"> <li>• Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> </ul>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Describe the meaning of stars and stripes of the American flag.</li> <li>• Describe the intrinsic meaning of the Statue of Liberty to immigrants.</li> <li>• Explain how the White House is a symbol of our government,</li> <li>• Discuss how the bald eagle became a national symbol.</li> <li>• Recite correctly the words to the Pledge of Allegiance and its meaning.</li> <li>• Explain the important contributions of the major figures in our nation's history and today which they have studied.</li> <li>• Recite correctly the lyrics of our national anthem, <i>The Star Spangled Banner</i></li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• When observing photos, students will correctly identify the different symbols of our nation (flag, Liberty Bell, White House, bald eagle)</li> <li>• Recite the Pledge of Allegiance</li> <li>• Write in sentences the contributions of famous Americans (George Washington, Abraham Lincoln, Martin Luther King, Jr., Neil Armstrong, Clara Barton, etc)</li> <li>• Sing <i>The Star Spangled Banner</i></li> <li>• Explain what the stars and stripes represent on the American flag</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Write an information book about a national symbol.</li> <li>• Write an information book about a famous American</li> <li>• Read aloud: <u>American Icons</u> by S. Gottlieb; <u>The Bald Eagle</u> by P. Quiri; <u>Fireworks, Picnics, and Flags: The Story of the Fourth of July Symbols</u> by J. Giblin; <u>Ellis Island</u> by P. Quiri; <u>The White House</u> by L. Sorensen; <u>The American Flag</u> by T.</li> </ul>
Describe how culture is expressed through and influences by the behavior of people.	
Trace how the American identity evolved over time	
Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	

	<p>Britton</p> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Play <a href="http://www.texaslre.org/asymbols/symbolsgameintro.html">http://www.texaslre.org/asymbols/symbolsgameintro.html</a> to identify American symbols</li> <li>• Learn about American Symbols on <a href="http://www.brainpopjr.com/socialstudies/citizenships/ussymbols">http://www.brainpopjr.com/socialstudies/citizenships/ussymbols</a></li> <li>• Explore <a href="http://bensguide.gpo.gov/k-2/games/interactive.html">http://bensguide.gpo.gov/k-2/games/interactive.html</a></li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Find and label pictures of American symbols</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Identify famous symbols from other countries around the world.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration  Information Literacy  Media Literacy  Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and  Entrepreneurial Literacy  Civic Literacy  Health Literacy</p>

Texts and Resources:

Pull Ahead Books: American Symbols available at [www.reallygoodstuffreading.com](http://www.reallygoodstuffreading.com)

Betsy Ross by A. Wallner

Summit Public Schools  
Summit, New Jersey  
Grade 1, Social Studies

Curriculum

**Course Description:** *Diversity and Holocaust*

In this unit, students will understand and apply the concept of accepting differences and understand the effects of our words and actions on others. This unit is ongoing throughout the school year.

**Standard**

**6.1 U.S.History: American in the World:** All students 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.

**6.3 Active Citizenship in the 21<sup>st</sup> Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Big Ideas:** *Course Objectives / Content Statement(s)*

6.1.D: History, Culture, and Perspectives

18. Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

20. Describe why it is important to understand the perspectives of other cultures in the interconnected world.

6.3.D: History, Culture, and Perspectives

1. Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such

actions.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>Why should we learn about other cultures?</li> <li>Why do some people not get along?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>The cultures with which an individual or group identifies change and evolve in the response to interactions with other groups and/ or in response to needs or concerns.</li> <li>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.</li> <li>Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> <li>Develop strategies to reach consensus and resolve conflict.</li> </ul>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>Explain one of the differences between individual and a classmate.</li> <li>Explain the importance of accepting the way other people are.</li> <li>Identify an example of when words or actions have had a positive effect on someone else and when words and actions have had a negative effect on someone else.</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>Show respect towards classmates.</li> <li>Solve differences without fighting</li> <li>Answer the question, "What does it mean to be nice?"</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>Read the story <u>We Are Alike, We Are Different</u>. Develop a class collage of each students' unique personality</li> <li>Develop through interactive or shared writing a list of words that show respect, tolerance, and caring.</li> <li>Identify in stories when a character is</li> </ul>
Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	
Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	
Describe why it is important to understand the perspectives of other cultures in the interconnected world.	
Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	

	<p>demonstrating respect, tolerance, or caring.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Develop a class imovie about tolerance and respect</li> <li>• Explore <a href="http://pbskids.org/itsmylife/friends/index.html">http://pbskids.org/itsmylife/friends/index.html</a></li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Look in magazines for pictures of people demonstrating respect, tolerance, and caring-make a classroom collage of the pictures.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Learn how people show respect in other cultures.</li> <li>• Identify the words for please and thank you in other languages.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration  Information Literacy  Media Literacy  Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and  Entrepreneurial Literacy  Civic Literacy  Health Literacy</p>

Texts and Resources:

We Are Alike, We Are Different, Chelienharn Elementary School Kindergarten (Scholastic, 1991)

Caring Makes a Difference The NJ Commission on Holocaust Education

The Crayon Box that Talked by Shane DeRolf