

PLUMSTED TOWNSHIP SCHOOL DISTRICT

Aligned to Common Core State Standards/New Jersey Core Curriculum Content Standards as Applicable
Course Title: First Grade Social Studies

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Content Area: Social Studies

Grade Level(s): First Grade

*Sections of each unit include the New Egypt Primary School social studies enrichment program activities designated and taught by the first grade science and social studies enrichment teacher.

Course Description: First Grade Social Studies

Date Created: June 2014

Date Approved by Plumsted Township Board of Education: August 2014

Pacing Guide

Unit 1: All About Me/Friendship/Building a Community/Citizenship/Working Together	September/Ongoing
Unit 2: People in History, Elections/Celebrating Our Heritage (Christopher Columbus, Voting, Native Americans, Pilgrims, Thanksgiving)	October/November
Unit 3 : Our Earth/Culture/Celebrating Our Heritage (Gingerbread-Map Skills and Holidays Around the World)	December
Unit 4 : Leaders and Heroes (Black History Month and Presidents)	End of January/February
Unit 5: Economics/Connecting to the World (Economy and Me)	April

Unit 1: All About Me/Friendship/Building a Community/Citizenship/Working Together

Unit Summary: Children will begin to demonstrate understanding that each person has unique characteristics, ways of communicating, and ways of solving problems. Communities are places where people live. In communities, people help each other by working together and have different roles that contribute to the community.

Interdisciplinary Connections/Content Area Integrations: English Language Arts, Mathematics, Science, Physical Education, Art, Drama

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NJCCCS	
6.1.4 A. 1	Explain how rules and laws created community, state, and national governments protect the rights of people, help resolve conflicts, and promote common good.
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.
6.3.4 A.1	Evaluate what makes a good rule or law.

Essential Questions: Who am I? Why am I special? How can I contribute to my school or classroom community? Why do we need rules? Where are things in my room and school that can help my learning? How do we get along with others? How can people work together to solve problems? Who are authority figures in my school?

- Instructional Outcomes:**
- Students will learn how they are special and what things they can contribute to our classroom/school community.
 - Students will learn that rules are an integral part of a classroom/school community.
 - Students will learn about the makeup of their classrooms and school.
 - Students will learn how to work together in groups to promote their learning community and solve problems.
 - Students will learn about important teachers, the principal, and other important authority figures within the school community.

Formative Assessments: Classroom discussion, open ended questions, presentations and projects, anecdotal notes, cooperative learning groups.

Summative Assessments: Participation and teacher observation.

Suggested Learning Activities:
First Grade Jitters Activity/Class Book (This Is How I Felt on the First Day of First Grade, Now I Feel...)
All About My Summer (summer memory drawing, t-shirt, etc.)

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All About Me Project (pennants, quilt piece, book, etc.)
All About Me Bag/Homework
Classroom Scavenger Hunt
School Map/Hunt/Important People Signing
Creating Classroom Rules
Classroom Rules Poster and Signing
Classroom Rules Book (illustrate and write a rules book)
Create Hopes and Dreams for First Grade
Create a Bucket for the Classroom
Fill Out a Bucket for Someone Who Is a Bucket-filler
Create Classroom Jobs
Venn Diagram With Buddy Craft
Parents' Hopes and Dreams for Their Child
Morning Meetings/Closings
Find Someone Who Bingo <http://1happyteacher.blogspot.com/search/label/Back%20to%20School>
Roll and Tell <http://msmathmadness.blogspot.com/2012/09/first-day-activities.html>
Fall Friendship Good Choices <http://www.teacherspayteachers.com/Product/Autumn-Character-Education-Fall-Friendship-Good-Choices-259085>
Bucket-filler Pledge: <http://perrylocal.org/ledouxp/files/2012/08/pledge.jpg>
<http://www.technologytailgate.com/2013/07/bucket-friend-and-character-education.html>

Curriculum Development Resources:

Oakland Schools www.oakland.k12.mi.us
The Night Before First Grade: Natasha Wing
Have You Filled A Bucket Today?: Carol McCloud
First Day Jitters: Julie Danneberg
What If Everybody Did That?: Ellen Javernick (funny book about why we need rules)
Officer Buckle and Gloria: Peggy Rathmann
Do Unto Otters: Laurie Keller
Responsive Classroom Manual
Chrysanthemum: Kevin Henkes

Unit 2: People in History, Elections/Celebrating Our Heritage
(Christopher Columbus, Voting, Native Americans, Pilgrims, Thanksgiving)

Unit Summary: Children will begin to demonstrate understanding of important roles in our country and

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important people in our country's history. Children will understand that what they say and do does make an impact on our country.

Interdisciplinary Connections/Content Area Integrations: English Language Arts, Mathematics, Science, Physical Education, Art, Drama

NJCCCS	
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 A. 1	Explain how rules and laws created community, state, and national governments protect the rights of people, help resolve conflicts, and promote common good.
6.1.4 A. 2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e. freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4 A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4 D.2	Summarize reasons why various groups, voluntarily, and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4 D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.8 D.1 a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native Americans.

Essential Questions: Who helped discover our country? What do we do to celebrate important holidays in our nation? How can we make a difference in our country? How can our hopes and dreams be implemented? Who were the first people to inhabit our country/America? How did the first people live in America? What traditions do we still have today for Thanksgiving? How can two different cultures of people work together for the good of the land?

Instructional Outcomes:

- **Students will learn about who Christopher Columbus was and his role in America's history.**

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- Students will learn what it means to vote in America and the voting process.
- Students will learn who the Native Americans were, their traditions, and their roles with the early settlers of America (Pilgrims).
- Students will learn who the Pilgrims were, their traditions, and their roles as early settlers of America.
- Students will learn how friendships are developed amongst the early inhabitants of America.
- Students will learn how sharing ideas and a new land gave way to the first Thanksgiving.

Formative Assessments: Classroom discussion, open ended questions, presentations and projects, anecdotal notes, cooperative learning groups.

Summative Assessments: Participation and teacher observation.

Suggested Learning Activities:

Christopher Columbus Mini Book (how he discovered America and hardship)

<http://minibooks.scholastic.com/minibooks/detail/?id=37015>

Christopher Columbus (pocket chart poem and writing activity)

<http://www.teacherspayteachers.com/Product/Christopher-Columbus-Pocket-chart-poem-and-writing-activity-925563>

Columbus Day: Brain Pop Jr.

Rights and Responsibilities: Brain Pop Jr.

Election Vocabulary Match up <http://www.teacherspayteachers.com/Product/Learning-Presidential-Election-Vocabulary-Through-Illustrations-402579>

Election Day Word Search

<http://www.teacherspayteachers.com/Product/Election-Day-Freebies-383032>

Thanksgiving: Brain Pop Jr.

Life Sorts Pilgrim and Native Americans <http://www.teacherspayteachers.com/Product/Pilgrim-Native-American-Life-Sort-414152>

Pilgrim Activities (book, puppets, etc.) <http://www.teacherspayteachers.com/Product/Pilgrim-Reading-and-Writing-Playlet-Activity-2-Paper-Bag-Puppet-Patterns-413440>

Thanksgiving Poems/Presentations (cafeteria-whole school)

The Mayflower Voyagers (This Is America Charlie Brown) Movie (You Tube)

Curriculum Development Resources:

Duck for President: Doreen Cronin

Clifford for President: Mark Mcveigh

Twas the Night Before Thanksgiving: Dave Pilkey

The First Thanksgiving: Linda Hayward

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Squanto's Journey: The Story of the First Thanksgiving
The First Thanksgiving Read Alouds: You Tube
Sarah Morton's Day, Samuel Eaton's Day, and
Tapenum's Day (life of Pilgrim vs. Native American children)

Unit 3: Our Earth/Culture/Celebrating Our Heritage (Gingerbread-Map Skills and Holidays Around the World)

Unit Summary: Children will be able to understand that the Earth is made up of different continents, countries, cities, towns, etc. Children will begin to understand directional words. Children will begin to understand that people around the world have different traditions and ways of celebrating their cultural holiday.

Interdisciplinary Connections/Content Area Integrations: English Language Arts, Mathematics, Science, Physical Education, Art, Drama

NJCCCS	
6.1.4 B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
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.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.

Essential Questions: Where do we live? What continents and countries make up our world? What direction words can we use to describe how to go from one place to another? What holidays, languages, traditions, and food do people experience around the world?

Instructional Outcomes:

- Students will learn about what continents and countries the world is made of.
- Students will learn how to follow and use directional words when working with a map.

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- Students will learn that different places celebrate different holidays, speak different languages, hold different traditions, and eat different types of food related to their cultural heritage.

Formative Assessments: Classroom discussion, open ended questions, presentations and projects, anecdotal notes, cooperative learning groups.

Summative Assessments: Participation and teacher observation.

Suggested Learning Activities:

Brain Pop Jr.: Reading Maps

Brain Pop Jr: Continents and Oceans

Brain Pop Jr: Earth

Brain Pop Jr: Winter Holidays

Me on the Map by Joan Sweeney

Me on the Map: <http://www.teacherspayteachers.com/Product/Me-on-the-Map-mini-book-236252>

Gingerbread Man Read Alouds (different versions give way to different settings where culture and places can be discussed)

Passports, maps, suitcases for travel: Holidays Around the World *Science and Social Studies Enrichment

Illustration, Writing, and Presentation of One Family Holiday Tradition

Holiday Stations

Holiday Read Alouds

Kids Around the World Celebrate!: The Best Feasts and Festivals from Many Lands Paperback by Lynda Jones

International Day Celebration (within classroom or school)

**Social Studies Enrichment Class Activities - Students will utilize their Holidays Around the World passports and travel bags as they investigate characteristics of various holidays/traditions around the world for such regions as Israel, Africa, Germany, Mexico, Russia, India, and Japan and compare them to those they are familiar with in the United States. Students utilize map skills to track where they have been on the world map and plot these regions on their travel maps.*

Curriculum Development Resources:

Holidays Around the World (countries and list of holidays) <http://www.timeanddate.com/holidays/>
<http://teacher.scholastic.com/activities/holidays/>

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Unit 4: Leaders and Heroes (Black History Month and Presidents)

Unit Summary: Children will understand who Dr. Martin Luther King was and what impact he had on the world. Children will understand the president's role in America. Children will learn about influential presidents in the United States. Children will understand influential African Americans.

Interdisciplinary Connections/Content Area Integrations: English Language Arts, Mathematics, Science, Physical Education, Art, Drama

NJCCCS	
6.1.4 A.3	Determine how "fairness", "equality", and the "common good" have influenced change at the local and national levels (United States government).
6.1.4 A.9	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 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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4 D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.8 D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

Essential Questions:

Who is Dr. Martin Luther King? What is equality? How did Dr. Martin Luther King work toward equality? What is a president? What qualities does a president need to have? Who is George Washington? Who is Abraham Lincoln? Why do we celebrate President's Day? Why do we celebrate Black History Month? Who were some influential African Americans?

Instructional Outcomes:

- Students will learn about Dr. Martin Luther King.
- Students will learn about equality and what Dr. Martin Luther King did to try and promote

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equality.

- Students will learn about the president's role and responsibilities.
- Students will learn what qualities make a good president.
- Students will learn who George Washington was and what impact he had on America.
- Students will learn who Abraham Lincoln was and what impact he had on America.
- Students will learn about influential African Americans.

Formative Assessments: Classroom discussion, open ended questions, presentations and projects, anecdotal notes, cooperative learning groups.

Summative Assessments: Participation and teacher observation.

Suggested Learning Activities:

Brain Pop Jr: Dr. Martin Luther King Jr.

Brain Pop Jr: Rosa Parks

Brain Pop Jr: President

Brain Pop Jr: George Washington

Brain Pop Jr: Abraham Lincoln

Brain Pop Jr: U.S. Symbols

Dr. Martin Luther King Charts and Activities <http://www.teacherspayteachers.com/Product/Dr-Martin-Luther-King-Jr-Mini-Unit-190657>

<http://www.teacherspayteachers.com/Product/Label-Dr-Martin-Luther-King-Jr-with-Character-Traits-Freebie-1076908>

I Have a Dream Writing Prompt

We Are All the Same We Are All Different: The Crayon Box That Talked

Presidents Day Mini Unit

<http://www.teacherspayteachers.com/Product/Presidents-Day-Mini-Unit-204729>

George Washington Mini Book

<http://www.teacherspayteachers.com/Browse/Search:george+washington/Price-Range/Free>

Lincoln Activities (trait web and cut and paste sorting president characteristics Abe vs. George)

<http://www.teacherspayteachers.com/Product/Abraham-Lincoln-mini-biography-Lincoln-George-Washington-fact-sort-1045752>

If I Were President Writing Activity

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**Social Studies Enrichment Class Activity - Students will be introduced to the contributions of many influential leaders from American/New Jersey history as they investigate characteristics of these people and their causes that they have promoted and advocated for. Students will research and collect information about their lives in order to design and produce creative projects such as biographical posters and/or Women's History Month stamps.*

Unit 5: Economics/Connecting to the World (Economy and Me)

Unit Summary: Children will begin to understand that people work to get the things they need and want. Children will understand what a need is. Children will understand what a want is. Children will understand what goods and services are. Children will understand what producers and consumers are. Children will understand that people make choices about saving and spending. Children will begin to understand what money is.

Interdisciplinary Connections/Content Area Integrations: English Language Arts, Mathematics, Science, Physical Education, Art, Drama

NJCCCS	
6.1.4 C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4 C.10	Explain the role of money, savings, debt, and investment in individual's lives.
6.1.4 C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.

Essential Questions: What is a want? What is a need? What is the difference between a want and a need? Why do people work? What is a good? What is a service? What is a producer? What is a consumer? What does it mean to spend? What does it mean to save? How can spending and/or saving affect someone (even me)? What do different monetary things look like?

Instructional Outcomes:

- Students will learn that people have to work to get things they need and want.
- Students will learn what a need and want is.
- Students will learn what goods and services are.
- Students will learn about producers and consumers.
- Students will learn that people make choices about their saving and spending.

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- Students will learn about what different monetary pieces look like (coins, paper, checks, credit cards, etc.).

Formative Assessments: Classroom discussion, open ended questions, presentations and projects, anecdotal notes, cooperative learning groups.

Summative Assessments: Participation and teacher observation.

Suggested Learning Activities:

Brain Pop Jr: Needs and Wants

Brain Pop Jr: Goods and Services

Brain Pop Jr: Saving and Spending

Connect Fairy Tales: What services are being provided in familiar fairy tales?

Free Booklet <http://www.teacherspayteachers.com/Product/First-Grade-Economics-Book-678720>

Mini Unit \$5.50

[http://www.teacherspayteachers.com/Product/Economics-A-Unit-About-Goods-and-Services-
Producers-and-Consumers-234474](http://www.teacherspayteachers.com/Product/Economics-A-Unit-About-Goods-and-Services-Producers-and-Consumers-234474)

Mini Unit \$6 [http://www.teacherspayteachers.com/Product/Economy-101-Kid-Friendly-Supplemental-
Resources-151711](http://www.teacherspayteachers.com/Product/Economy-101-Kid-Friendly-Supplemental-Resources-151711)

Mini Unit \$4

[http://www.teacherspayteachers.com/Product/Economics-A-K-1-Unit-about-Needs-Wants-Goods-
and-Services-171941](http://www.teacherspayteachers.com/Product/Economics-A-K-1-Unit-about-Needs-Wants-Goods-and-Services-171941)

Curriculum Development Resources:

Something Good: Robert Munsch

Alexander, Who Used to Be Rich Last Sunday: Judith Viorst

Bear About Town: Stella Blackstone

The Berenstain Bears' Trouble With Money: Stan and Jan Berenstain

The Ant and the Grasshopper Tale

A Gift for Mama: Esther Hautzig

The Big Buck Adventure: Deborah Tobola

Secret Millionaires Club Learn and Earn Episodes (very kid friendly)

<http://www.smckids.com/learnandearn/teachers/webisode-activities/>

Websites With Free Lessons/Links: *(This website could really provide a whole unit layout.)

http://financeintheclassroom.org/passport/first/social_studies.shtml

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<http://www.econedlink.org/lessons/index.php?lid=642&type=educator>

<http://www.livebinders.com/play/play?id=477727>