

Unit Overview
<b>Content Area: Social Studies</b>
<b>Target Course/Grade Level: 1</b>
<p><b>Unit Title: Civics, Government, and Human Rights</b></p> <p><b>Overview:</b> During this unit, students will explore how rules and laws affect a community, with special emphasis on the classroom and town communities. They will also identify how and why we elect officials. Students will investigate the ways we participate as citizens in a community, and the reasons we collaborate to solve problems in our school and local community. They will apply this knowledge to the study of Election Day, the Week of Respect, and diverse cultures.</p>
<b>NJCCC Standard Number: 6.1 U.S. History: America in the World</b>
<p><b>Standard Statement:</b></p> <p>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>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Week of Respect</li> <li>• Constitution Day (September 17)</li> <li>• Election Day</li> </ul>
<p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <p><b>Core Social Studies Skills:</b></p> <ul style="list-style-type: none"> <li>• Chronological Thinking: Explain how the present is connected to the past.</li> <li>• Presentational Skills: Use evidence to support an idea in a written and/or oral format.</li> <li>• Spatial Thinking: Determine locations of places on maps and globes</li> <li>• Critical Thinking: Identify primary and secondary sources for reconstructing the past.</li> </ul> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• CRP1: Act as a responsible and contributing citizen and employee.</li> <li>• CRP2: Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>
Learning Targets
<p><b>Strand:</b></p> <p><b>A. Civics, Government, and Human Rights</b></p>
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> </ul>

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<ul style="list-style-type: none"> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens</li> <li>• There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</li> <li>• In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>• The United States democratic system requires active participation of its citizens.</li> <li>• The world is comprised of nations that are similar to and different from the United States.</li> <li>• In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (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.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.7	Explain how the United States functions as a <a href="#">representative democracy</a> , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.D.5	Relate key historical documents (i.e., the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why do we need rules and laws?</li> <li>• How do government leaders help us?</li> <li>• How did George Washington contribute to the creation of the United States?</li> <li>• How do citizens work to help each other?</li> </ul>		<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Rules help protect people’s rights, help resolve conflicts, and promote the common good. The Declaration of Independence and the Constitution outline our basic freedoms and values as a country.</li> <li>• Government leaders (mayor and US President) are elected to act on behalf of the people. We are guaranteed the right to vote and the freedom of religion by the Constitution and the Bill of Rights.</li> <li>• George Washington led the Revolutionary Army, and became the first President of the United States. He helped write the Constitution of the United States.</li> <li>• Citizens help each other by respecting individuals’ rights and providing aid where needed.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Collaborate to create a set of classroom rules.</li> <li>• Explain how rules and laws protect our rights.</li> <li>• Identify the importance of the Declaration of Independence and the US Constitution.</li> <li>• Describe our fundamental right to vote and freedom of religion.</li>   <li>• Identify Community workers and their role in our school/neighborhood.</li> <li>• Examine the contributions of George Washington, focusing on his role in the creation of our country.</li> <li>• Identify the town mayor and United States President.</li> <li>• Plan and execute a mock election in class (class nickname, class reward, etc.)</li>   <li>• Participate in Week of Respect activities</li> <li>• Participate in a service project for those in need.</li> </ul>		
<p><b>Evidence of Learning</b></p>		
<p><b>Equipment/Materials needed:</b></p> <ul style="list-style-type: none"> <li>• TCI teacher subscription</li> <li>• TCI interactive student notebook/text book</li> <li>• Smartboard / projector</li> </ul>		

Teacher Resources:

[TCI Chapter 1 – How Do We Get Along in School?](#)

[TCI Chapter 2 – Why Is It Important to Learn from Each Other?](#)

[TCI Chapter 3 -Why Do Schools Have Rules?](#)

[TCI Chapter 4 – Who Works at Your School?](#)

[TCI Chapter 5 - How are We Good Helpers at school?](#)

[TCI Chapter 8 – What Groups Do We Belong To?](#)

[TCI Chapter 15 -What Do Good Neighbors Do?](#)

Additional resources are found throughout other TCI chapters. For a detailed list, visit:

<http://www.teachtci.com/standards-correlations.html>

Constitution Lesson (Constitution Day – September 17<sup>th</sup>)

<http://www.k12.com/constitution-day#.VTFMMI7F-So>

Constitution background information for teacher, with a list of fun facts for first graders on page 12 of the document. Click on “Constitution Day Rap” PDF:

<http://www.nea.org/tools/lessons/constitution-day-grades-k-5.html>

Constitution Activities by grade level from the Center for Civic Education:

<http://www.civiced.org/resources/curriculum/constitution-day-and-citizenship-day>

Various interactive videos about citizenship and government:

[www.brainpopjr.com](http://www.brainpopjr.com)

**Formative Assessments**

**Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:**

- List (T graph) of school and community rules
- Create a word document to tell how to show respect to others.
- Response paper: “Today I met Mayor \_\_\_\_\_. I learned that \_\_\_\_\_.”
- Graphic organizer to show reasons for having rules.
- Draw and write to the following prompts: “What can children do to keep a neighborhood clean?” and “What are two ways neighbors

can help each other?"

**Lesson Plans**

**Suggested Lesson Pacing: Fall (First Unit)**

**Teacher Notes:**

- List classroom rules
- Invite the Haddonfield Mayor to visit class
- Many activities in this unit align with the discussion of classroom rules, Constitution Day, and Election Day

**Curriculum Development Resources**

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

<http://www.teachtci.com/>

[New Jersey State Social Studies Standards](#)

Unit Overview
<b>Content Area: Social Studies</b>
<b>Target Course/Grade Level: 1</b>
<p><b>Unit Title: Economics, Innovation, and Technology</b></p> <p><b>Overview:</b> During this unit, students will differentiate between goods and services their family needs and those they want. They will create a decision making process for choosing goods and services, and determine the importance of saving for the future. Students will discover the natural resources that come from New Jersey and investigate how those resources travel from farm to table. On a global scale, students will begin to discover how resources are shared around the world.</p>
<b>NJCCC Standard Number: 6.1 U.S. History: America in the World</b>
<p><b>Standard Statement:</b></p> <p>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>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Money Lessons in EveryDay Math</li> <li>• Opinion Writing Unit from Lucy Calkins</li> <li>• School garden activities</li> <li>• Science: Organisms unit</li> <li>• Journeys Lesson 18 Leveled Reading books</li> </ul>
<p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <p><b>Core Social Studies Skills:</b></p> <ul style="list-style-type: none"> <li>• Chronological Thinking: Explain how the present is connected to the past.</li> <li>• Presentational Skills: Use evidence to support an idea in a written and/or oral format.</li> </ul> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• CRP3: Attend to personal health and financial well-being.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>
Learning Targets
<p><b>Strand:</b></p> <p><b>C. Economics, Innovation, and Technology</b></p>
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Economics is a driving force for the occurrence of various events and phenomena in societies.</li> </ul>

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<ul style="list-style-type: none"> <li>• Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.</li> <li>• Availability of resources affects economic outcomes.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> <li>• Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</li> <li>• Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.1	Apply <u>opportunity cost</u> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <u>incentives</u> vary between and among producers and consumers.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"><li>• How do you make decisions about things you need and want?</li><li>• Why do people work and save money?</li><li>• How do people across the world use the same resources?</li><li>• What special resources come from New Jersey?</li><li>• How do goods get to us?</li></ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• You weigh the opportunity cost of the items; you make a list of reasons you need/want each one and decide from there.</li><li>• People work to provide themselves and their families with things they need. We save money to make sure we can provide the things we need.</li><li>• People use the same resources when they are shipped from place to place. We need to conserve resources so there are still enough to share.</li><li>• Answers will vary among New Jersey’s top crops and industries (blueberries, oak and pine trees, peaches, corn, tomatoes, eggplant, cranberries, horses)</li><li>• Transportation systems carry goods to us (boats, planes, trucks, trains, etc.) after they are made in different places. Science and technology have helped us create new ways of working and traveling.</li></ul>
<p><b>Unit Learning Targets</b> <i>Students will be able to ...</i></p> <ul style="list-style-type: none"><li>• Differentiate between a need and a want and give examples of each</li><li>• Describe the process of listing pros and cons to make a decision</li><li>• Determine the reasons a person should save money</li><li>• Investigate the reasons people work and the process by which goods are made and brought to consumers</li><li>• Compare and contrast the ways people across the world use the same resources (rainforest trees)</li><li>• Investigate the natural resources that come from New Jersey</li><li>• Track a natural resource from the farm to the table</li></ul>	
<p style="text-align: center;"><b>Evidence of Learning</b></p>	
<p><b><u>Equipment/Materials needed:</u></b></p> <ul style="list-style-type: none"><li>• TCI teacher subscription</li><li>• TCI interactive student notebook/text book</li><li>• Smartboard / projector</li><li>• Map of New Jersey and the United States</li></ul> <p><b><u>Teacher Resources:</u></b></p>	

[TCI Chapter 10-What Do Families Need and Want?](#)

TCI Chapter 2 – Enrichment Reading (Student View) “Not Enough Money”

**Additional resources are found throughout other TCI chapters. For a detailed list, visit:**  
<http://www.teachtci.com/standards-correlations.html>

**Ideas for teaching children about saving money**  
<http://kids.usa.gov/money/saving-money/>

**United States Mint website for kids**  
<http://www.themint.org/kids/>

**New World Encyclopedia Online: New Jersey**  
[http://www.newworldencyclopedia.org/entry/New\\_Jersey#Natural\\_resources](http://www.newworldencyclopedia.org/entry/New_Jersey#Natural_resources)

**Journeys Lesson 18: Leveled Reading books**

- [Food For You](#)
- [A World of Food](#)

**Various interactive videos about money and saving (under math and social studies):**  
[www.brainpopjr.com](http://www.brainpopjr.com)

### **Formative Assessments**

**Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:**

- Write an opinion piece, stating why people should save money for a particular reason
- Create a brochure highlighting the natural resources from New Jersey
- Create a map to show a natural resource from farm to table (or from the school garden to the lunch table)
- Identify two things they would like for their birthday and list reasons to get each one. Finally, decide which one would be better.
- Create a T-graph of needs and wants
- Send postcards to family and ask them about resources that come from their area. Map them in the classroom when responses return.

### **Lesson Plans**

**Suggested Lesson Pacing: Spring (Fourth)**

#### **Teacher Notes:**

- Many activities in this unit align with the study of Money in Everyday Math.

### **Curriculum Development Resources**

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

TCI curriculum materials: <http://www.teachtci.com/>

[New Jersey State Social Studies Standards](#)

Unit Overview
<b>Content Area: Social Studies</b>
<b>Target Course/Grade Level: 1</b>
<p><b>Unit Title: Geography, People, and the Environment</b></p> <p><b>Overview:</b> During this unit, students will explore how geography and people affect the environment, with special emphasis on conservation and map skills. They will identify and study landforms, industry, and different types of maps. Students will investigate the ways we participate in conservation as a community, and the ways we can collaborate across regions. They will apply this knowledge to the study of our local and state communities.</p>
<b>NJCCC Standard Number: 6.1 U.S. History: America in the World</b>
<p><b>Standard Statement:</b></p> <p>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>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Connect to Science unit on Weather</li> <li>• Connect to school garden</li> <li>• Connect to Earth Day activities</li> </ul>
<p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <p><b>Core Social Studies Skills:</b></p> <ul style="list-style-type: none"> <li>• Spatial Thinking: Determine locations of places and interpret information on maps and globes.</li> <li>• Presentational Skills: Use evidence to support an idea in a written and/or oral format.</li> <li>• Critical Thinking: Use a variety of sources.</li> </ul> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• <b>CRP1.</b> Act as a responsible and contributing citizen and employee.</li> <li>• <b>CRP2.</b> Apply appropriate academic and technical skills.</li> <li>• <b>CRP4.</b> Communicate clearly and effectively and with reason.</li> <li>• <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.</li> <li>• <b>CRP12.</b> Work productively in teams while using cultural global competence.</li> </ul>
Learning Targets
<p><b>Strand:</b></p> <p><b>B. Geography, People, and the Environment</b></p>
<p><b>Content Statements</b></p> <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>

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<ul style="list-style-type: none"> <li>• Places are jointly characterized by their physical and human properties.</li> <li>• The physical environment can both accommodate and be endangered by human activities.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</li> <li>• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> <li>• Active citizens in the 21<sup>st</sup> century are aware of their relationships to people, places, and resources in the local community and beyond.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> <li>• How can different types of maps help us?</li> <li>• How can humans collaborate to protect the environment?</li> <li>• How has the school environment changed over time?</li> <li>• How can people in New Jersey communicate with people in major nearby cities?</li> </ul>	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> <li>• Maps tell us how people and the environment are organized. Different types of maps give us different information.</li> <li>• Humans can both protect and accommodate the environment.</li> <li>• Schools long ago, schools of today, and schools of tomorrow, all have specific characteristics that change over time.</li> <li>• People in New Jersey can communicate with others in Trenton, Philadelphia, New York and Washington, DC by telephone, internet, train, airplane, car, bus, etc.</li> </ul>	
<p><b>Unit Learning Targets</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain how different types of maps help us</li> <li>• Demonstrate basic map skills (cardinal directions, compass rose)</li> <li>• Use a globe, United States map, and a weather map to find information</li> <li>• Differentiate between instances that require a GPS and those that require a map.</li> <li>• Examine landforms and the industry that might flourish there.</li> <li>• Recognize and differentiate between different landforms: mountain, hill, valley, plain, desert, lake, river, and ocean.</li> <li>• Create a list of conservation and accommodation activities that benefit the environment: compost, recycling, and school garden, rain garden, solar/wind energy, etc.</li> <li>• Compare and contrast schools of long ago and schools of today.</li> <li>• Predict how schools of tomorrow will be different from schools of today.</li> <li>• Collaborate to list reasons why New Jersey is a suitable place to live.</li> <li>• Compare and contrast transportation from long ago and today</li> <li>• Explain how people in Haddonfield can communicate with people/lawmakers in Trenton, Philadelphia, Washington DC, or New York.</li> </ul>		
<b>Evidence of Learning</b>		
<p><b>Equipment/Materials needed:</b></p> <ul style="list-style-type: none"> <li>• TCI teacher subscription</li> <li>• TCI interactive student notebook/text book</li> <li>• Smartboard / projector</li> <li>• United States map / Weather map of the United States</li> </ul>		

- Globe

**Teacher Resources:**

[TCI Chapter 6 -What Is a Map?](#)

[TCI Chapter 7 –What Was School Like Long Ago?](#)

[TCI Chapter 9 -How Are Families Special?](#)

TCI Chapter 13 – Where Do Families Live?

TCI Chapter 11 -How Do Family Members Care for Each Other? – Reading Further

TCI Chapter 14 -What Are Family Traditions? – Reading Further

**Additional resources are found throughout other TCI chapters. For a detailed list, visit:**

<http://www.teachtci.com/standards-correlations.html>

**Various videos about maps and landforms:**

[www.brainpopjr.com](http://www.brainpopjr.com)

**New World Encyclopedia Online: New Jersey**

[http://www.newworldencyclopedia.org/entry/New\\_Jersey#Natural\\_resources](http://www.newworldencyclopedia.org/entry/New_Jersey#Natural_resources)

**New Jersey Landform Map:**

<http://www.state.nj.us/dep/njgs/geodata/dgs02-7.htm>

**USGS: Map Adventures:** Follow along on a balloon ride on the site, USGS: Map Adventures, to learn about the differences between seeing objects on the ground and seeing them from above. Learn more about map symbols.

<http://erg.usgs.gov/isb/pubs/teachers-packets/mapadventures>

**Landform Lesson ideas:**

<http://adavinfirstgrade.com/2014/04/teaching-landforms-can-be-fun.html>

**Landform Art project:**

<http://thefirstgradefairytales.blogspot.com/2013/05/landforms-freebie-save-for-next-year.html>

**Formative Assessments**

Formative assessments used throughout each unit should be preparing students for the summative

**assessment. Possible formative assessments include, but are not limited to:**

- Compare and contrast a globe and a United States map
- Use a weather map to solve a story problem (Connect with science unit on weather)
- Sketch and identify 4 landforms.
- Write riddles for different landforms to have a partner solve.
- Create a transportation booklet, listing four places and the way the child will get there.
- Make a poster to remind others about ways to protect the environment.
- Complete the sentence starter: New Jersey is a great place to live because\_\_\_\_\_.
- Create a brochure to tell others why New Jersey is a good place to live/move.
- Complete a Venn diagram to compare and contrast schools of long ago and today.
- Plan a trip to a region in the North or South, using different types of maps to plan along the way (geographic, weather, transportation, etc.)
- Create a T-graph to show ways of traveling long ago and today.

**Suggested Summative Performance Assessment (end of unit)**

[Performance Task Review Sheet for students](#)

[Rubric for Summative Assessment](#)

**Lesson Plans**

**Suggested Lesson Pacing: Winter/Spring (Third)**

**Teacher Notes:**

- Many activities in this unit align with the study of Earth Day.

**Curriculum Development Resources**

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

TCI curriculum materials: <http://www.teachtc.com/>

[New Jersey State Social Studies Standards](#)

Unit Overview
<b>Content Area: Social Studies</b>
<b>Target Course/Grade Level: 1</b>
<p><b>Unit Title: History, Culture, and Perspectives</b></p> <p><b>Overview:</b> During this unit, students will investigate what we learn from our nation’s historical and cultural background, with special emphasis famous Americans, folklore, and national symbols, monuments, and holidays. They will share family traditions and the reasons those traditions hold importance to their family. They will identify the ways we celebrate as a nation and the symbols and stories that reflect our national pride and our national story.</p>
<b>NJCCC Standard Number: 6.1 U.S. History: America in the World</b>
<p><b>Standard Statement:</b></p> <p>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>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Johnny Appleseed</li> <li>• Thanksgiving</li> <li>• December celebrations</li> <li>• Folklore</li> </ul>
<p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <p><b>Core Social Studies Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Chronological Thinking:</b> Place key historical events people in historical eras using timelines and explain how the present is connected to the past.</li> <li>• <b>Presentational Skills:</b> Use evidence to support an idea in a written and/or oral format.</li> <li>• <b>Critical Thinking:</b> Distinguish fact from fiction</li> </ul> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• <b>CRP1.</b> Act as a responsible and contributing citizen and employee.</li> <li>• <b>CRP2.</b> Apply appropriate academic and technical skills.</li> <li>• <b>CRP4.</b> Communicate clearly and effectively and with reason.</li> <li>• <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.</li> <li>• <b>CRP12.</b> Work productively in teams while using cultural global competence.</li> </ul>
Learning Targets
<p><b>Strand:</b></p> <p><b>D. History, Culture, and Perspectives</b></p>
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Immigrants come to New Jersey and the United States for various reasons and have a</li> </ul>

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- major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
  - Personal, family, and community history is a source of information for individuals about the people and places around them.
  - The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
  - 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.
  - Cultures struggle to maintain traditions in a changing society.
  - Prejudice and discrimination can be obstacles to understanding other cultures.
  - Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
  - The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
  - 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.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
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.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.

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6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.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.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why do some people choose to move to America?</li> <li>• Who are some historical and folk heroes in our culture, and how is their story told?</li> <li>• Why are our country’s symbols important?</li> <li>• Why do we have national holidays in the United States?</li> <li>• How do families celebrate?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Some people (i.e. the Pilgrims) chose to move to the United States for freedom (speech, religion, press, etc.).</li> <li>• Johnny Appleseed worked with the settlers by providing them apple trees, and entertaining them with his stories. They helped him by providing him shelter and work. Perhaps include Thomas Edison, Pecos Bill, Paul Bunyan.</li> <li>• Our country’s symbols (American Flag, eagle, Liberty Bell, Statue of Liberty) reflect the values and ideals of our country.</li> <li>• We celebrate national holidays (such as Fourth of July, Flag Day, Presidents’ Day, and Thanksgiving) to celebrate the people and events that are important to our country.</li> <li>• Families celebrate their cultural heritage and pass on traditions to new generations.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Share the ways families care for each other and work together.</li> <li>• Describe how their family has changed over time.</li> <li>• Share a family tradition and the reasons it has importance to them.</li> <li>• Assess the reasons for immigration to the United States, focusing on the study of the Pilgrims and the first Thanksgiving.</li> <li>• Compare and contrast life now and life for the Pilgrims.</li> </ul>	

- Retell the story of Johnny Appleseed.
- Identify some folk heroes and retell their stories.
- Identify several of our country's symbols and landmarks.
- Explain why/ how the American flag has changed over time.
- Compare and contrast a famous American with a folklore hero.

### Evidence of Learning

#### Equipment/Materials needed:

- TCI teacher subscription
- TCI interactive student notebook/text book
- Smartboard / projector

#### Teacher Resources:

[TCI Chapter 11 -How Do Family Members Care for Each Other?](#)

[TCI Chapter 12 – How Do Families Change over Time?](#)

[TCI Chapter 14 -What Are Family Traditions?](#)

TCI Chapter 15 –Enrichment Reading “Johnny Appleseed” (in student view)

TCI Chapter 3 –Enrichment Reading “The Flag of the United States” (In student view)

TCI Chapter 4 – Enrichment Reading “About Texas” (In student view)

TCI Chapter 5 – Enrichment Reading “Fact or Fiction: How do you tell the difference? (in student view)

Additional resources are found throughout other TCI chapters. For a detailed list, visit:

<http://www.teachoci.com/standards-correlations.html>

#### 10 Fun Facts about the American Flag

<http://www.learningliftoff.com/10-fun-facts-about-the-american-flag/#.VTEwFo7F-So>

#### PBS Lesson plan about the American Flag – with links to project ideas

<http://www.pbs.org/americaresponds/theamericanflag.html>

#### Facts about American symbols and links to project ideas

[http://www.ehow.com/info\\_8566006\\_symbols-american-flag-1st-grade.html](http://www.ehow.com/info_8566006_symbols-american-flag-1st-grade.html)

Keenan, Sheila. Oh, Say Can You See? America's Symbols, Landmarks, and Inspiring Words. Scholastic, 2004.

**Facts about the Statue of Liberty**

<http://kids.nationalgeographic.com/kids/stories/history/statue-of-liberty/>

**Pictures and facts about the American Bald Eagle**

<http://kids.nationalgeographic.com/animals/bald-eagle/>

**Enchanted Learning Fact page about the Liberty Bell**

<http://www.enchantedlearning.com/history/us/monuments/libertybell/>

**Various interactive videos about US Symbols and leaders:**

[www.brainpopjr.com](http://www.brainpopjr.com)

**Time for Kids: Kids Around the World** (Investigate different cultures and language from around the world. VERY kid friendly)

<http://www.timeforkids.com/around-the-world>

### **Formative Assessments**

**Formative assessments used throughout each unit should be preparing students for the summative assessment.**

- Draw and write about a family tradition to share with the class.
- Create a tri-fold brochure to retell the stories of our folk heroes.
- Create a mobile of our country's symbols.
- Complete a KWL chart about the Pilgrims and the first Thanksgiving.
- Venn diagram to compare/contrast life for us and the Pilgrims
- Create a classroom/grade level flag to represent our class.
- Create a basic timeline for early America as a class.
- Create classroom bookmarks that tell about a famous landmark in the US.

### **Lesson Plans**

**Suggested Lesson Pacing: Fall / Winter (Second Unit)**

**Teacher Notes:**

- Many lessons in this unit align with the study of Thanksgiving, Election Day, and Veteran's Day.
- In Chapter 11, leave the "Reading further" section to complete in the next unit.

**Curriculum Development Resources**

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

TCI curriculum materials: <http://www.teachtci.com/>

[New Jersey State Social Studies Standards](#)