

Verona Public School District Curriculum Overview

Social Studies- Grade One



Curriculum Committee Members:

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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The primary objective of the K-4 social studies program is to create an environment which nurtures thoughtful, active citizens who can function productively in a multicultural, rapidly changing, and increasingly interdependent world. The social studies program provides a variety of affective and cognitive experiences which contribute to the development of a philosophy based upon the dignity and worth of each human being. This humanistic value orientation, in turn, becomes the framework for an open examination of diverse lifestyles and experiences on the local, state, national and international levels. The social studies program is founded upon the notion that a democratic society depends upon caring and responsible citizens to make rational decisions consistent with basic democratic values. Active experiences and participation within the classroom, school and community relative to that democratic process are essential. The social studies classroom provides the initial setting where students can begin to inquire into questions dealing with the study of human social relationships. The disciplines of geography, history, civics, and economics provide the basis for organizing a multitude of learning activities into core programs. This course of study should be viewed as a basic plan for learning: to acquire social studies skills and concepts, to develop a method of analyzing problems and to encourage an attitude of tolerance toward differences. Equally important in this curriculum design is the notion of individual dignity, which addresses the need for each child to feel a part of the school and community so that all children can feel comfortable enough to use their fullest opportunity for self-realization. Lessons will include exposure to memorable works of art, literature, and music throughout the year. Lessons will incorporate information mandated by local policy, and state and national legislation including prejudice reduction, Holocaust studies, Black history, and the US Constitution.

Prerequisite(s): none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts x B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<p>A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting</p>	<p>x A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12)</p>	<p>A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.</p>

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<p><u>Nystrom Binder: Social Studies Teacher's Guide Grade 1: Exploring Where and Why-Neighborhoods Near and Far</u></p> <p>(Copyright 2005, 1998 NYSTROM Herff Jones Education Division 3333 Elston Avenue, Chicago, Illinois 60618-5898)</p>	<p>Making Changes Past and Present: Biographies Unit</p> <ul style="list-style-type: none"> ● <i>The House on Maple Street</i> by Bonnie Pryor ● <i>Uncle Sam & Old Glory : Symbols of America</i> by Delno C. West, Jean M. West

Reading Fundamentals Binder: Communities, Families, and Traditions
Grade 1

(2013 Schoolwide, Inc.)

- *National Geographic Readers: George Washington* by Caroline Crosson Gilpin
- *National Geographic Readers: Abraham Lincoln* by Caroline Crosson Gilpin
- *National Geographic Readers: Martin Luther King Jr.* by Kitson Jazyuka
- *Ruby Bridges Goes to School: My True Story* (Scholastic Reader) by Ruby Bridges

Cultural Traditions Unit

- *Uncle Sam and Old Glory* by Delno C. West
- *Bread Bread Bread* by Ann Morrist
- *One Green Apple* by Eve Bunting
- *Two Mrs. Gibsons* by Toyomi Igus
- *Children Just Like Me: A Unique Celebration of Children Around the World* by Barbara Kindersley.
- *The Colors of Us* by Karen Katz
- *Christmas Around the World* by Mary D. Lankford
- *The Butter Battle Book* by Dr. Seuss

Unit Title / Topic: My School, My Community

Unit Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 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.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- 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.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

New Jersey Student Learning Standards for English Language Arts

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Transfer Goal:

Students will be able to independently use their learning to develop an awareness and understanding of the various roles individuals/groups play in a community (including themselves)

**This unit builds upon the Kindergarten community based Unit (Me & My Classroom Community) that focused primarily on the individual and classroom level. Student understanding of community will be further enhanced in the Grade Two community based unit (Communities around the world) with students primarily focusing on differentiating between urban, suburban and rural communities.*

Meaning

Essential Understandings

Students will understand that:

- a community is a group of people working together towards the same goal.
- rules are necessary to maintain order, resolve conflicts and ensure that everyone is treated fairly.
- members of a community should learn to resolve problems in a peaceful manner.
- power is the ability to make someone do what you want.
- authority includes the right to exercise power.
- parents and teachers have the right to exercise power to protect and support children.
- some choices, like sharing and being respectful, are better because that is the way we would like to be treated.
- someone who is exercising power through fear or intimidation has no authority and is bullying.
- each person has the right to be happy and deserves to be treated with respect and dignity.
- we respect others when we listen to, consider and make choices that value their wishes and interests.
- communities are similar and different in many ways
- communities are made of people who live and work together
- communities work best when rules are clear and fair and being followed
- people in a community deserve respect and happiness

Essential Questions:

- What is a community?
- Why do we need rules?
- How should people in our community be treated?
- How does understanding the ways we are alike help us to appreciate our differences?
- How do we make decisions in a community (democracy)?
- How do we make good choices in how we treat others?

Acquisition of Knowledge & Skills

Students will know:

- communities are made up of many different people
- classmates, families, and neighborhoods have similarities and differences
- how the community helpers assist a community
- how to apply strategies to help them think and talk about different families in a community
- that as group members, they have to follow rules in order to be good citizens
- the difference between needs and wants
- authority figures at school and at home (town, state, country)

Students will be able to:

- define a community as a place where people live, work, learn and play together
- discover that WE in Social Studies includes their class, their school, their families, and their neighborhoods
- discuss who makes up a community (community helpers)
- discover how families in a community (classroom/town) are the same and different and form a foundation for a community

- read/listen to stories and synthesize and integrate information in order to describe people, places, and events that impact a community
Ex: *Be My Neighbor* by Maya Ajmera and John D. Ivanko
- use schema/text information to form mental images and draw conclusions while making connections to different family members
- describe basic needs and some places that meet those needs
- Identify leaders in a home, school and neighborhood

Stage 2: Acceptable Evidence

Transfer Task

- Anchor Charts: Brainstorming Needs and Wants, Community Helpers, Classroom Rules, etc.
- Community Helper Day
- “You can be Anything”
- Students will come to school dressed as a community helper of choice. They will describe what they are, what they do and how their job is important to a community.
- (If you can choose one job working in a community, what would it be? Why would you like this job? How does this job help your community? Or Who do you help in your community?)
- All students will present to the class.

Stage 3: Suggested Activities

- Nystrom Binder: Unit 1-Looking at Our Neighborhood (Lessons 1-5)
Unit 2-Identifying Neighborhood Needs (Lessons 1-6) use as needed
- (Schoolwide Communities Unit Picture Books)
Madlenka-Peter Sis
Be My Neighbor-Maya Ajmera and John D. Ivanko
My Family-Sheila Kinkade, Elaine Little and Kathleen Kennedy Townsend
Follow That Map: First Book of Mapping Skills
Duck for Turkey Day-Jacqueline Jules
- Lessons can also overlap Conflict Resolutions lessons.

Unit Title / Topic: Cultural Traditions Around the World

Unit Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.1.4.D.13 Describe how culture is expressed and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community...challenges.
- 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.
- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

New Jersey Student Learning Standards for English Language Arts

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - D. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - E. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - F. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Transfer Goal:

Students will be able to independently use their learning to foster an appreciation and respect for cultures across the world community.

**This unit expands upon the Kindergarten cultural based unit (Cultural Identity), which primarily focused on the cultural norms and practices of the students in the classroom. Student understanding of cultural norms will be further enhanced in the Grade Two cultural based unit (Cultural Universals), in which students will focus on comparing and contrasting cultural universals across the world. **

Meaning

Enduring Understandings:

Students will understand that:

- each human being has qualities that make him or her unique.
- a family includes a group of people usually of common ancestry living together.
- families around the world have similarities (individual members care about other members of the family) and differences (food, homes, cultures)
- schools reflect the families in their communities.
- diversity is the inclusion of different types of people (of different races or cultures).
- diversity benefits society because it brings new ideas and new ways of thinking and forces us to be more accepting of differences.
- American holidays have a historical significance and are celebrated with different traditions and symbols.
- families celebrate holidays and symbols that reflect their history and culture.

Essential Questions:

- What is diversity?
- How are families around the world similar and different?
- How are schools around the world similar and different?
- How is my community a diverse place?
- How does diversity make my community a better place?
- How are the significance of American holidays and symbols?

Acquisition of Knowledge & Skills

Students will know:

- 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.
- in an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- 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.

Students will be able to:

- describe how culture is expressed through and influenced by the behavior of people.
- trace how the American identity evolved over time.
- explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 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 an interconnected world.

- 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.
- recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- are aware of their relationships to people, places, and resources in the local community and beyond.
- make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- develop strategies to reach consensus and resolve conflict.
- demonstrate understanding of the need for fairness and take appropriate action against unfairness.

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

Stage 2: Acceptable Evidence

Transfer Task

Students identify groups to which they belong by having conversations with their family and filling out a questionnaire. Students identify groups to which they belong and chart them on a graph. Students compare and contrast their group memberships to those of their classmates.

Students collect artifacts (photos, dishes, clothing, candles, letters) from their families that demonstrate family traditions and holidays and bring them to class. Compare and contrast different family traditions and celebrations. Using National Geographic or similar publications, have students identify and compare illustrations of homes, schools, clothes, food, activities and holidays from different countries. Reinforce geographic understandings of why buildings, clothes and food might be different. Students explore these artifacts and illustrations and complete a written/drawn reflection highlighting similarities and differences, using a T chart with the headings How We are Alike and How We are Different.

Stage 3: Suggested Activities

- Students identify groups to which they belong and chart them on a pie graph. Students compare and contrast their group memberships to those of their classmates. The online classroom lesson from the Anti-Defamation League's World of Difference classroom program at http://www.adl.org/education/edu_awod/guideline_level.asp can be used.
- Read a folktale, such as Paul Bunyan, and discuss its significance in forging American identity.
- Use Conflict Resolution lessons on Honor (compassion)
- Watch a you tube clip like <https://www.youtube.com/watch?v=x3auxqCEUyU> about the symbols of the United States.
- Use Conflict Resolution lessons on identifying bullying
- Use Nystrom Lessons History and Holidays

Resources:

- Nystom Binder Unit 5 Looking at Our Country: Lesson 4 Our Country's History
- Conflict Resolution Binder
- *Uncle Sam and Old Glory* by Delno C. West
- *Bread Bread Bread* by Ann Morrist
- *One Green Apple* by Eve Bunting
- *Two Mrs. Gibsons* by Toyomi Igus
- *Children Just Like Me: A Unique Celebration of Children Around the World* by Barbara Kindersley.
- *The Colors of Us* by Karen Katz (*This mentor text is also used in Kindergarten*)
- *Christmas Around the World* by Mary D. Lankford

Unit Title / Topic: Making Changes Past and Present

Unit Duration: 10 weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.3. 4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 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...communities have changed over time, and explain the reasons for the changes.
- 6.1.4.D.12 Explain how folklore and actions of famous and fictional characters ...have contributed to the American national heritage
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

New Jersey Student Learning Standards for English Language Arts

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - G. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - H. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - I. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Transfer Goal:

Students will be able to independently use their learning to identify key individuals from both the past and present and explain how they have made significant contributions to American society.

Meaning

Enduring Understandings:

Students will understand that:

- life was different long ago: homes, families and schools have changed over time.
- individuals and groups have not always been fair to each other in the past.
- the actions of some individuals and groups in the past, in response to unfairness and injustice, have made our community a better place.
- the common good is what helps the broader society or most members of a given community, rather than individual interests.
- civic virtue is behaving and making decisions that considers the broader needs of society.
- when you work to help others and to promote the common good, you are demonstrating civic virtue.
- I can make my community a better place by respecting others and taking action in response to unfair actions/behaviors.
- in resolving a conflict, it is important to recognize each other's point of view.
- recognizing how we are similar helps us to find common ground for understanding our differences.

Essential Questions:

- How was life different long ago?
- How have actions of people in the past affected the present?
- How have people in the past responded to unfair actions/behaviors?
- What is the common good?
- What is civic virtue?
- How have people resolved conflicts in the past?
- How do individuals and groups make positive changes in their communities?

Acquisition of Knowledge & Skills

Students will know:

- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- 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.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Students will be able to:

- Determine how “fairness,” “equality,” and the “[common good](#)” have influenced new laws and policies over time at the local and national levels of United States government.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 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.
- Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- Determine how local and state communities have changed over time, and explain the reasons for changes.
- 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.

- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

- Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- Understand how the past effects the present.
- Understand how communities change over time

Stage 2: Acceptable Evidence

Transfer Task

Interview a loved one about their lives as children. Bring photographs of home life or artifacts such as household items or clothes to class. Write a short report with drawings or other visuals about life in their family in the past. Discuss differences in homes, clothes, food, activities.

Select a local school issue and prepare a group or individual persuasive letter to inform school and/or community members about the issue with suggested resolutions,

Stage 3: Suggested Activities

- *Discuss* how your town has changed over time. Look on internet for pictures from the past from Verona. Make a poster with past and present pictures of Verona. (*The House on Maple Street* by Bonnie Pryor)
- Adapt the PBS lesson about George Washington and Civic Virtue at http://www.pbs.org/georgewashington/classroom/civic_virtue.html
- Create timelines about famous people's lives and/or American history and discuss how the American identity evolved over time
- Use Activity Sheet 26 from Nystrom Binder (page 201) on Ruby Bridges
- View <http://www.scholastic.com/teachers/slideshow/ruby-bridges-and-civil-rights-movement-slide-show-kindergarten-grade-2> for photographs of Ruby Bridges and the civil rights movement and discuss how even children can make a difference.
- Use Conflict Resolution Win/Win strategies to resolve the conflict - both real and mock- in the classroom (*The Butter Battle Book* by Dr. Seuss)

Resources:

- Nystrom Binder Unit 5 Looking at our Country: Lesson 3 Our Presidents and Lesson 4 Our Country's History
- *The House on Maple Street* by Bonnie Pryor
- *Uncle Sam & Old Glory : Symbols of America* by Delno C. West, Jean M. West
- *National Geographic Readers: George Washington* by Caroline Crosson Gilpin

- *National Geographic Readers: Abraham Lincoln* by Caroline Crosson Gilpin
- *My First Biography: Abraham Lincoln* by Marion Dane Bauer (from Nonfiction Reading Workshop)
- *National Geographic Readers: Martin Luther King Jr.* by Kitson Jazyuka
- *Ruby Bridges Goes to School: My True Story* (Scholastic Reader) by Ruby Bridges
- Conflict Resolution Activities in binder on Honesty and Fairness
- *The Butter Battle Book* by Dr. Seuss

Unit Title / Topic: Our Place in the World

Unit Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 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.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.B.1 Compare and contrast information that can be found in different type of maps, and determine when the information may be useful.
- 6.1.4.B.2 Describe how landforms, climate, and weather and availability of resources have impacted where and how people live and work...
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work...
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 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.9 Compare and contrast how access to and use of resources affects people across the world differently

New Jersey Student Learning Standards for English Language Arts

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - J. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - K. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - L. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Transfer Goal:

Students will be able to independently use their learning to accurately utilize geographic tools such as maps and globes to promote spatial awareness of their place within their local/immediate surroundings.

**This unit expands upon the Kindergarten geography unit (Where in the World am I?), which primarily focused on introducing students to basic map skills. Student comprehension of map skills will be further enhanced in the Grade Two map skills unit (Map Skills), which will primarily focus on applying map skills beyond the the local/immediate surroundings of students.*

Meaning

Enduring Understandings:

Students will understand that:

- maps and globes are important tools to teach us about the world.
- a globe is a model of the earth and maps are representations of local and distant places.
- maps and globes include features such as scale, and geographic tools such as physical features (mountains, rivers, etc.) and/or political features (cities, states, countries)
- local, rural, and suburban communities have differences in physical and human characteristics.
- weather affects the daily activities of people around the world in many different ways.

Essential Questions:

- What can maps, globes, and other sources tell us about places and their characteristics?
- What is the geography of my neighborhood?
- What are the characteristics of local, rural, and suburban communities?
- How do climate and geography affect daily life?
- What are the 3 types of communities?
- What are cardinal directions?
- What is the equator?

Acquisition of Knowledge & Skills

Students will know:

- three views of the same place (eye-level view, bird's-eye view, and map view)
- symbols on a map
- things can look different depending on your point of view
- a globe is a model of the Earth
- the Earth is made up of land and water
- the difference between a map and a globe
- cardinal directions are north, south, east, and west
- the name and location of their country
- the United States is made up of 50 states
- there are 7 continents in the world
- the US is in North America
- bodies of Water (oceans and lakes)
- weather is different in different places during the same season because of location on a map

Students will be able to:

- learn how to read a map key, using colors, and shapes to identify features on a map
- locate compass rose on a map
- understand cardinal directions
- locate the legend and understand what the symbols mean
- read a map and locate their country and state
- compare distances on a neighborhood map
- compare a world map with a globe
- use directions to locate places on a map/globe
- identify the United States and North America
- the Atlantic Ocean is close to New Jersey
- state the 4 seasons and compare weather and learn when the season occurs (locate equator on a map/globe)
- Identify the various characteristics of a map and a globe.

- they are members of a town, county, state , country, continent, and world community.

- Identify characteristics that makes a suitable place to live, learn, and work.

Stage 2: Acceptable Evidence

Transfer Task

With a blank map of Verona, locate your school and map how to get to your home. Map must include a compass rose and legend.

OR

Read [Me on the Map](#) by John Sweeney (students read in Kindergarten)

In this playful introduction to maps and geography, step by simple step, a young girl shows readers herself on a map of her room, her room on the map of her house, her house on the map of her street — all the way to her country on a map of the world. Once the reader is familiar with the maps, she demonstrates how readers can find their own country, state, and town — all the way back to their room — on each colorful map.

Students will then create a flip-book. The book will include the name of their house address, town, state, and country. They will draw, illustrate, and label each page.

Stage 3: Suggested Activities

Follow That Map! A First Book of Mapping Skills (Schoolwide Mentor Text) (also urban, suburban, rural)- *Also used in Kindergarten*

Town Mouse, Country Mouse (Brett, 1994)—costs and benefits of city and country life (read to class and discuss)

Nystrom Binder: Units 3, 4, 5, (lessons 1 and 2) and 6 (use as necessary)

Fly Away Home (Bunting, 1993)—What is a home? Living homeless at an airport

Mapping Penny's World (Leedy, 2000)—using map and creating your own maps of your room, your school, your community

Songs: Youtube/Google: 50 Nifty United States, The Continent Song, The Star Spangled Banner, America the Beautiful, My Country Tis of Thee

<http://nationalgeographic.org/education/map-skills-elementary-students/>