

First Grade Social Studies Curriculum

Revised: 7/6/2022

Chapter 1: Rights and Responsibilities of Citizens

(6.1.2.CivicsPI.1,6.1.2.CivicsPI.4,6.1.2.CivicsPI.5,6.1.2.CivicsPR.1,6.1.2.CivicsPR.26.1.2.CivicsPR.3)

Enduring Understandings:

- Citizens have rights and responsibilities, including voting for public officials.
- People can better cooperate when they respect authority and follow rules and laws in the home, at school, and in the community.
- Rules and laws establish order, provide security, and manage conflict.
- Good citizens help to maintain a constitutional republic.
- The role of government is to represent the citizens and provide services and protection.

Objectives:

- ❖ Identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life.
- ❖ Demonstrate good citizenship in school and in the community.
- ❖ Explain the purpose for rules in the home, school and community.
- ❖ Identify how a person can be a good sport.
- ❖ Define and identify fact and fiction.
- ❖ Identify and explain responsibilities at home and at school, including showing respect for oneself and others.
- ❖ Identify and explain the rights and the choices made as a member of a family and class.
- ❖ Explain the importance of cooperating and working well with others.
- ❖ Explain the purpose of rules and laws.
- ❖ Identify rules that ensure fairness and safety.
- ❖ Discuss rules at home and school.
- ❖ Identify the consequences of not following rules and laws.
- ❖ Use a problem solving approach to identify and solve problems.
- ❖ Explain who leaders are and why they are important.
- ❖ Identify leaders at home, school, and in the community.
- ❖ Identify the responsibilities of leaders at home, school, and in the community.

- ❖ Identify and describe the roles of public leaders in the community, state, and nation.
- ❖ Recognize that government leaders are citizens and identify state leaders.
- ❖ Identify how people choose their leaders.
- ❖ Define and explain direct democracy and representative democracy.
- ❖ Explain and practice voting as a way of making choices and decisions.
- ❖ Understand that a ballot is a primary source that can give information about how people vote.
- ❖ Recognize the contributions of Abraham Lincoln and how his honesty is an example of good citizenship.

Extended Activity:

1. Students will share their interests with others by making a poster that tells about them. Students will cut out three or four pictures of things they like and paste the pictures onto a poster. Students will head their posters *Things I Like*. As students display their posters, they should ask: "What can you learn about me from my poster?" Class discussion will follow.
2. Students will express a class or school rule through a simple drawing. Students will review school rules and brainstorm other rules that might be added to the list. Draw pictures to represent the rule they chose. As students display their pictures, the class will guess which rule is illustrated.

Gifted and Talented Activity:

1. Students will make an accordion picture book about school. Students will fold a piece of paper so that four panels are created. Students will draw four different, detailed school activities and write a complete, legible sentence explaining each illustration. Share with the class.
2. Students will give a video tour of the school. Work in groups to think about important places in the school and what happens in each place. Groups will then illustrate what happens in these important places. The groups will write scripts to describe the places using elaborate details and precise language. The groups will then make a model video using iPads to give a video tour. Share.

Chapter 2: Geography and the Community

(6.1.2.GeoPP.1, 6.1.2.Geo.SV.1, 6.1.2.Geo.SV.2, 6.1.2.Geo.SV.3, 6.1.2.Geo.SV.4,
6.1.2.Geo.HE.1, 6.1.2.Geo.HE.2)

Enduring Understandings

- Maps are simple representations and globes are models of places on Earth.
- The world is made up of different physical characteristics such as land, bodies of water, natural resources, and weather.
- Humans interact with, and have an impact on, the environment, and the environment affects how and where people live.
- The human characteristics of places such as shelter, clothing, food, and activities are based upon geographic location.

Objectives:

- ❖ Explain what a community is.
- ❖ Describe the difference between a city and a town.
- ❖ Determine activities that people do in communities.
- ❖ Describe the location of oneself and objects relative to other locations.
- ❖ Identify and describe the relative location of places in the school and community.
- ❖ Recognize that maps can be used to locate and identify places.
- ❖ Locate and identify places on a map using cardinal directions.
- ❖ Explain that a map is a single representation of places on Earth.
- ❖ Explain that maps are used to show large and small places.
- ❖ Use simple maps of the home, classroom, school, and community.
- ❖ Recognize that maps can be used to locate and identify places.
- ❖ Identify the parts of a map, including the title, compass rose, legend, and symbols.
- ❖ Identify a model as a small version of something.
- ❖ Compare and contrast a model, a picture, and a map.
- ❖ Identify and describe the physical features of a place including landforms and bodies of water.
- ❖ Locate and identify continents and oceans on maps and globes.
- ❖ Use vocabulary terms related to geographic features.
- ❖ Identify and describe the physical features of places, such as natural resources and weather.
- ❖ Identify examples of, and uses for, natural resources.
- ❖ Explain how weather and location affect how people live.
- ❖ Identify and describe how the human characteristics of places, such as shelter, clothing, food, and activities are based on geographic location.
- ❖ Identify ways people can care for Earth's natural resources.

- ❖ Recognize the contributions of The Corps of Discovery Explorers and how their bravery in facing their fears is a characteristic of good citizenship.

Extended Activity:

1. Students will create a globe using a balloon, tape, and paper cut-outs of North America and South America and the five other continents. Color, cut and tape continents to the globe.

Gifted and Talented Activity:

1. Students will present a weather report. Watch weather forecasts on the news as inspiration to create their own weather forecasts using our local weather. Take seasons and climate into consideration for their reports. Use various websites such as Pebble Go and Brain Pop Jr. for help,
2. Create a postcard about a beautiful location on Earth where they would like to visit. On the front of their postcard, create a picture that includes a landform, body of water, or natural resource in the location. Write captions to describe the location.

Chapter 3: Symbols and Traditions of the United States

(6.1.2. CivicsDP.1, 6.1.2. CivicsDP.3, 6.1.2. HistoryUP.1, 6.1.2. HistoryUP.2, 6.1.2. HistorySE.1, 6.1.2. HistorySE.2, 6.1.2. HistoryCC.3)

Enduring Understandings

- There are symbols and traditions that connect all Americans across the country.
- The American flag is a symbol of freedom.
- American documents are the basis of the United States' freedom and laws.

Objectives:

- ❖ Describe the United States flag.
- ❖ Recite and explain the meaning of the Pledge of Allegiance to the United States flag.
- ❖ Recognize that the United States flag has different meanings to different people.

- ❖ Understand that the United States has many symbols and explain why symbols are important to Americans.
- ❖ Identify American symbols, including Uncle Sam, the bald eagle, the Statue of Liberty and the Golden Gate Bridge.
- ❖ Understand that America was once ruled by England.
- ❖ Recognize the Declaration of Independence and the U.S. Constitution as important American documents.
- ❖ Identify the U.S. Constitution as a set of rules and laws for our country and the Bill of Rights as changes to the Constitution.
- ❖ Identify historical figures, such as Francis Scott Key, who have written American songs.
- ❖ Recite American songs.
- ❖ Explain the history of American songs.
- ❖ Identify American anthems and songs and explain how they reflect American individualism and freedom.
- ❖ Recognize that some heroes work to help people who are not treated fairly.
- ❖ Identify contributions of historical figures, such as Dr. Martin Luther King, Jr. and Cesar Chavez, who worked for justice.
- ❖ Compare the similarities and differences among the lives and activities of historical figures who have worked for justice.
- ❖ Explain that our nation celebrates special days to remember and honor people and events.
- ❖ Describe the origins of national holidays and celebrations, such as Independence Day, Veterans Day, Memorial Day, President's Day, and Martin Luther King, Jr. Day.
- ❖ Describe how families celebrate national holidays.
- ❖ Recognize the contributions of Susan B. Anthony and why her commitment to women's rights is a characteristic of good citizenship.

Extended Activity:

1. Explain to the students that in the United States, people choose Presidents by voting for them. Discuss Presidents Washington and Lincoln with the students. Distribute blank ballots, and have students vote for their favorite President. Collect the ballots, count votes and declare the winner.

2. Have children draw a picture of either the inside or outside of their homes. Compare and contrast how they live today compared to how others lived long ago.

3. **Gifted and Talented Activity:**

1. Children will have a history parade. Create posters or model floats depicting important events in our country's history.
2. Make welcome posters for visitors. Ask students to include at least one picture of what it's like to live in America and at least one national symbol, such as the Statue of Liberty.

Chapter 4: Life Today and Long Ago

(6.1.2.HistoryCC.1, 6.1.2.HistoryCC.2, 6.1.2.History UP.2, 6.1.2.EconEM.1, 6.1.2.EconEM.2, 6.1.2.CivicsCM.2)

Enduring Understandings

- We measure time with clocks and calendars.
- Some aspects of schools and communities stay the same over time, but other aspects change.
- Technology, transportation, and ways to communicate have changed over time.

Objectives:

- ❖ Explain the words past, present, and future.
- ❖ Identify and describe time relationships.
- ❖ Understand how clocks and calendars measure time.
- ❖ Describe events in sequential order.
- ❖ Describe how a timeline connects events from the past and present.
- ❖ Compare and contrast life in schools today and in the past.
- ❖ Explain how some aspects of a community change over time while others stay the same.
- ❖ Compare and contrast places people work today with places they worked in the past.
- ❖ Compare and contrast clothes people wear today with clothes they wore in the past.
- ❖ Compare and contrast people's manners today with the past.
- ❖ Explain how inventions changed people's lives over time.
- ❖ Understand how people's lives were affected by the change in technology.
- ❖ Explain how the present is connected to the past.

- ❖ Recognize the contributions of Ruby Bridges and why her respect for the rights of others is a characteristic of good citizenship.

Extended Activity:

1. Students will create a personal time-line. Beginning with the year they were born and continuing up to the present time. Paste pictures of themselves above or beneath the corresponding age.
2. Show children pictures of the way people lived long ago and in the recent past. Have students tell how life is different today.

Gifted and Talented Activity:

1. Invent a time machine of the future.
2. Create a time-line showing how a community changed over time. Choose one place and look for pictures and information online to show how the community changed. Write information telling about new things in the community and when they occurred.

Chapter 5: One Nation, Many People

(6.1.2.Civics.PD.1, 6.1.2.HistorySE.1, 6.1.2.HistorySE.2, 6.1.2. HistoryUP.2, 6.1.2.Geo.GI.1,6.1.2.Geo.GI.2)

Enduring Understandings

- Families and communities share different customs, holidays, celebrations, beliefs, languages, and traditions.
- Culture is expressed in various ways.
- We can learn about our nation's past and its culture through stories, including folk tales and legends.
- We are all part of American culture.
- Immigrants and American Indians contribute to our nation in many ways.

Objectives:

- ❖ Explain and list basic needs.
- ❖ Describe the importance of culture and beliefs.
- ❖ Understand that cultures have similarities and differences.
- ❖ Understand how individual cultures have contributed to our nation's culture.

- ❖ Identify elements that make up culture, such as food, clothing, language, and games.
- ❖ Distinguish between customs and traditions.
- ❖ Recognize that people and families have different customs and traditions.
- ❖ Describe and explain the importance of various beliefs, customs, celebrations, and traditions of people and families.
- ❖ Describe the importance of working together as a community or other group.
- ❖ Understand the country is made up of diverse cultures.
- ❖ Recognize similarities and differences in groups of people.
- ❖ Explain that we all benefit when we understand people's differences.
- ❖ Understand that American Indians live across the United States.
- ❖ Recognize that there are many different American Indian cultural groups, each with its own customs, traditions and celebrations.
- ❖ Describe the significance of storytelling to American Indian culture.
- ❖ Explain American Indian arts and its importance to culture.
- ❖ Understand that an immigrant is a person who moves from one country to another.
- ❖ Recognize that immigrants contribute to the economy.
- ❖ Explain that immigrants contribute their customs, culture, traditions, and celebrations to the community where they live.
- ❖ Identify folk tales and legends as stories that are passed down through time and teach life lessons.
- ❖ Understand that most cultures have their own folk tales and legends.
- ❖ Identify the moral of a story.
- ❖ Recognize the contributions of Irving Berlin and why his patriotism for America is a characteristic of good citizenship.

Extended Activity:

1. Students will make posters to represent various customs and traditions discussed in class. Students will use original drawings and/or artifacts, pictures from magazines or the internet to illustrate food, dances, costumes etc. associated with each custom. Students will write short captions that tell what each custom is and why it is important.
2. Students will draw or cut out pictures of signs that they encounter on their way to and from school each day. They will explain with their neighbors where they encounter the signs and what they mean.

Gifted and Talented Activity:

1. Students will give a news report about a community event to the class. Students will choose an event that happened in their community and report on what happened, when and where the event occurred, who attended the event, and why the event was important to the community. They will report on what they enjoyed the most about the event.
2. Students will research two songs from different countries and cultures. They will learn the songs, name the countries they come from, locate the countries on a world map for their classmates and explain how the song is used in each country. They will sing the songs for their classmates.

Chapter 6: Work in the Community

(6.1.2.EconET,1-5, 6.1.2.EconEm.1-5,6.1.2.CivicsPI3-5, 6.1.2.CivicsPD.1-2)

Enduring Understandings

- People exchange goods and services to get what they need.
- Producers make goods and services. Consumers buy goods and services.
- Limited resources means that we must make choices as we spend, save, and donate money.

Objectives:

- ❖ Describe what a need is.
- ❖ Describe what a want is.
- ❖ Explain why we make choices.
- ❖ Distinguish between a want and a need.
- ❖ Explain why people use money.
- ❖ Identify and distinguish between goods and services.
- ❖ Identify goods and services used at home, at school, and in the community.
- ❖ Know who producers are.
- ❖ Know who consumers are.
- ❖ Understand the relationship between consumers and producers.
- ❖ Understand how producers market their goods.
- ❖ Explain that a budget is a plan for how to use money.

- ❖ Learn how to make a budget.
- ❖ Explain the difference between a want and a good.
- ❖ Identify examples of goods and services.
- ❖ Learn about jobs people do at home.
- ❖ Learn about jobs in the community and at school.
- ❖ Learn how goods are transported in the community and from faraway places.
- ❖ Recognize the contributions of Sophie Cubbism and why her responsibilities of working on a ranch and becoming a health food pioneer are characteristics of good citizenship.

Extended Activity:

1. Students will create a “Hands on the Job” chart. Students will trace their hands on colored paper. They will then write or draw one thing they do to help at home on one hand, and one thing they can do to help at school on the other hand.
2. Students will identify certain jobs by finding five pictures that show people at work. They will paste them on index cards, hold them up to the class, and have their classmates identify the title of the job being done.

Gifted and Talented Activity:

1. Students will create a small book by folding two sheets of paper in half. The front page will be titled, *My Book About Work*. Students will draw and write detailed descriptions of the jobs they do now including schoolwork, chores at home and so on. The last page will reflect the work they would like to do as adults. Students will share books with each other.
2. Write a six line poem about a job a family member does for a living. Combine poems into an anthology.

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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