

# GRADE ONE

FAMILIES

GEOGRAPHY  
SKILLS

HELPERS

SOCIAL STUDIES SKILLS

NEIGHBORS

LIFE LONG AGO

GOVERNMENT

WORK

ENVIRONMENT

RULES



## Social Studies Skills: 6.1

\*Social Studies Skills need to be used throughout the study of the units and across the curriculum.

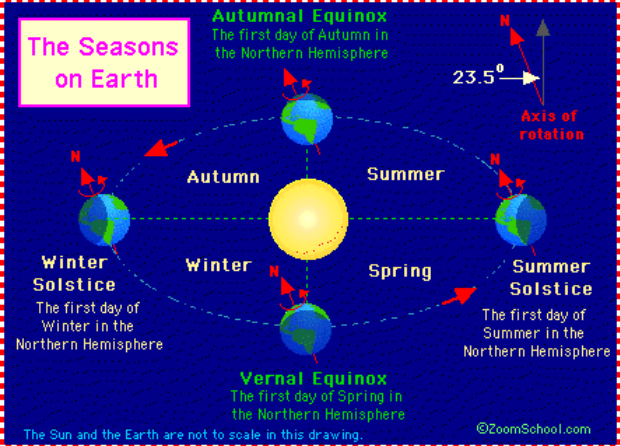
Reading Skills	Writing Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Retell</b> stories</li> <li><input type="checkbox"/> <b>Compare and contrast</b> Information</li> <li><input type="checkbox"/> Classify/Categorize</li> <li><input type="checkbox"/> Recite poems</li> <li><input type="checkbox"/> Use illustrations</li> <li><input type="checkbox"/> Picture Walks</li> <li><input type="checkbox"/> Predictions</li> <li><input type="checkbox"/> Cause and Effect</li> <li><input type="checkbox"/> Sequence</li> <li><input type="checkbox"/> Vocabulary <b>Word Walls for social studies</b></li> <li><input type="checkbox"/> Dramatize historical events</li> <li><input type="checkbox"/> Listen to biographies of important people</li> <li><input type="checkbox"/> Listen to stories of important events</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw and dictate sentences</li> <li><input type="checkbox"/> Label pictures</li> <li><input type="checkbox"/> Write sentence strips showing sequence</li> <li><input type="checkbox"/> Shared Writing</li> <li><input type="checkbox"/> Write <b>three</b> sentences about a topic</li> <li><input type="checkbox"/> Write stories</li> </ul> <p style="text-align: center;"><i>Social Studies Journal Writing</i></p>	<p style="text-align: center;"><i>Maps and Globes</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use directions – up, down...</li> <li><input type="checkbox"/> Map title</li> <li><input type="checkbox"/> Map keys</li> <li><input type="checkbox"/> Picture maps</li> <li><input type="checkbox"/> Map of neighborhood</li> <li><input type="checkbox"/> Map of town</li> <li><input type="checkbox"/> Map of State</li> <li><input type="checkbox"/> Map of Country</li> <li><input type="checkbox"/> Map of North America</li> <li><input type="checkbox"/> History Maps – Early Americans</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picture graphs</li> <li><input type="checkbox"/> Bar graphs</li> <li><input type="checkbox"/> Flow chart</li> <li><input type="checkbox"/> Information charts - e.g. jobs in the neighborhood, school and neighborhood helpers, jobs at home</li> <li><input type="checkbox"/> KWL Charts</li> <li><input type="checkbox"/> Create a Chart - organize information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read temperatures - Fahrenheit</li> <li><input type="checkbox"/> Read calendar</li> <li><input type="checkbox"/> Timelines</li> <li><input type="checkbox"/> Diagram of a house, school, store...</li> <li><input type="checkbox"/> Diagram of the Statue of Liberty....</li> </ul>







## UNIT TWO: I KNOW WHERE I LIVE

OUTCOMES	VOCABULARY	RESOURCES
<p style="text-align: center;"><b><u>Geography 6.6</u></b></p> <p><b><u>Location: Maps and Globe</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify your home address</li> <li><input type="checkbox"/> Understand the <b>globe</b> as a model of the Earth</li> <li><input type="checkbox"/> Understand that maps are different <b>representations</b> of the Earth</li> <li><input type="checkbox"/> Explore <b>simple picture maps</b> to identify the location of places in the classroom and in the school and neighborhood</li> <li><input type="checkbox"/> Read <b>map symbols</b> on picture maps</li> <li><input type="checkbox"/> Use simple <b>map keys</b> to find places in the neighborhood</li> <li><input type="checkbox"/> Understand that the <b>Earth</b> is made up of different landforms and bodies of water</li> <li><input type="checkbox"/> Explore map to locate your <b>town/city</b></li> <li><input type="checkbox"/> Locate <b>New Jersey and the United States</b> on a map and globe</li> <li><input type="checkbox"/> Locate <b>North America</b> on a map and globe</li> <li><input type="checkbox"/> Locate the <b>Atlantic Ocean</b> on a map and globe</li> <li><input type="checkbox"/> Locate the <b>North and South Pole</b> on a globe</li> <li><input type="checkbox"/> Understand the <b>connection</b> between your town/city; state, country, continent, Earth</li> </ul>	<p style="text-align: center;"> <b>Address</b>  <b>Globe</b>  <b>Map</b>  <b>Picture Map</b>  <b>Map symbols</b>  <b>Map keys</b> </p> <p style="text-align: center;"><b>Earth</b></p> <p style="text-align: center;"><b>State</b> <b>New Jersey</b></p> <p style="text-align: center;"><b>Country</b> <b>United States</b></p> <p style="text-align: center;"><b>Continent</b> <b>North America</b></p> <p style="text-align: center;"><b>Atlantic Ocean</b></p> <p style="text-align: center;"><b>North Pole</b> <b>South Pole</b></p>	<p style="text-align: center;">Excellent site for activities:  <a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a></p> <p style="text-align: center;">Weather Units:  <a href="http://www.proteacher.org">http://www.proteacher.org</a>  <a href="http://www.theteacherscorner.net">http://www.theteacherscorner.net</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p style="text-align: center;"><b><u>Geography 6.6</u></b></p> <p><b><u>Location: Maps and Globes</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish between <b>land and water</b> on globes and maps</li> <li><input type="checkbox"/> Demonstrate the <b>cardinal directions</b> of North, South, East, West</li> </ul> <p><b><u>Weather and Climate</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give examples of <b>seasonal weather</b> changes</li> <li><input type="checkbox"/> Identify and describe <b>the weather and climate</b> of your area</li> <li><input type="checkbox"/> Illustrate how climate affects <b>the way people live</b> – clothing, play...</li> <li><input type="checkbox"/> Explain how the seasons of the year affect everyday life and work</li> </ul> <p><b><u>Landforms</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Find the different landforms (mountains, valleys...) that can be located on a map and globe</li> </ul> <p><b><u>Waterforms</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Find the different waterforms (lakes, rivers, oceans...) that can be located on a map and globe</li> </ul>	<p style="text-align: center;"><b>Cardinal directions</b> North, South, East, West</p> <p style="text-align: center;"><b>Summer</b> <b>Fall</b> <b>Winter</b> <b>Spring</b></p> <p style="text-align: center;"><b>Hot</b> <b>Cold</b> <b>Warm</b> <b>Rain</b> <b>Snow</b></p> <p style="text-align: center;"><b><u>Landforms</u></b> <b>Hill</b> <b>Valley</b> <b>Plains</b> <b>Mountains</b></p> <p style="text-align: center;"><b><u>Waterforms</u></b> <b>Oceans</b> <b>Rivers</b> <b>Lakes</b></p>	<p style="text-align: center;"><a href="http://www.en.wikipedia.org/wiki/Cardinal_directions">http://www.en.wikipedia.org/wiki/<b>Cardinal directions</b></a></p> <p style="text-align: center;"><a href="http://www.EnchantedLearning.com">EnchantedLearning.com</a></p> <div style="text-align: center;">  </div>

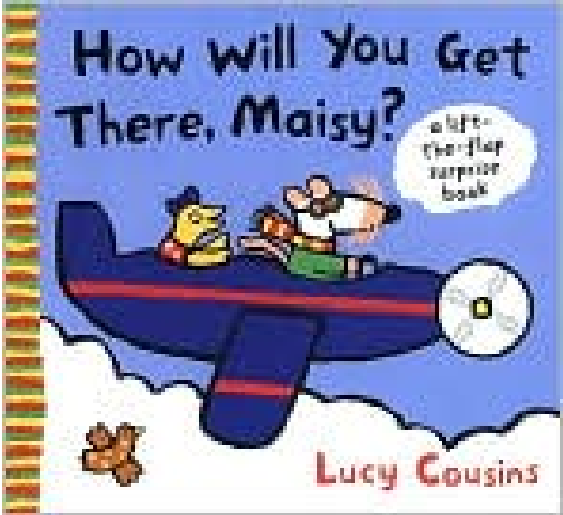
OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Geography 6.6</u></b></p> <p><b><u>Natural Resource</u></b></p> <p>Identify <b>natural resources</b> in your town/city; state, nation</p> <p>Identify the <b>uses and reuses</b> of natural resources in your community</p> <p>Demonstrate how you can wisely <b>care for the Earth</b></p> <p>Identify ways that natural resources can be <b>used and reused</b></p> <p>Identify the ways that <b>protecting</b> natural resources can help <b>animals</b></p> <p>Respond to important problems with the Earth's natural resources</p> <p>Compose a poem for Earth Day – April 22</p> <p><b><u>New Jersey Catholic School Students Go Green</u></b></p> <p>Make a chart showing how you are caring for our Earth</p> <p style="text-align: center;"><b>Reuse</b> <b>Recycle</b> <b>Reduce</b></p>	<p><b>Natural Resources</b></p> <p style="text-align: center;"><b>Water</b> <b>Air</b> <b>Oil</b> <b>Gas</b> <b>Trees</b> <b>Soil</b> <b>Animals</b> <b>Plants</b></p> <p><b>Use of Resources</b> <b>Reuse of Resources</b></p> <p><b>Care of the Earth</b></p> <p style="text-align: center;"><b>Conservation</b> <b>Pollution</b></p> <p style="text-align: center;"><b><u>Environment</u></b> <b>Reuse</b> <b>Recycle</b> <b>Reduce</b></p>	<p><a href="http://www.urbanext.uiuc.edu/world/nres.html">www.urbanext.uiuc.edu/world/nres.html</a></p> <div style="text-align: center;">  <p><b>Environmental Stewardship</b></p> </div>

## UNIT THREE: MY COMMUNITY – MY SAFETY

OUTCOMES	VOCABULARY	RESOURCES
<p style="text-align: center;"><b><u>Civics 6.2</u></b></p> <p><b><u>Rules and Laws</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that there are <b>safety reasons</b> for having <b>rules</b> at home and at school and in the neighborhood</li> <li><input type="checkbox"/> Give examples of <b>rules in school</b> that ensure your safety</li> <li><input type="checkbox"/> Demonstrate <b>safety</b> while in the school building</li> <li><input type="checkbox"/> Demonstrate the <b>consequences</b> of not following rules</li> <li><input type="checkbox"/> Understand that rules in the neighborhood are called <b>laws</b></li> </ul> <p><b><u>Responsibilities:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that family members, friends and classmates can teach us how to act <b>responsibility</b></li> <li><input type="checkbox"/> Understand that we have many <b>leaders</b> who have different responsibilities in our school and neighborhood</li> </ul> <p><b><u>Government:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain why we need government</li> <li><input type="checkbox"/> Understand the role of <b>town/city government</b></li> <li><input type="checkbox"/> Understand the meaning of a <b>law</b></li> <li><input type="checkbox"/> Explain the role of <b>public officials</b> including the <b>mayor, governor, president</b></li> <li><input type="checkbox"/> Recognize that the <b>President</b> is the leader of the United States</li> <li><input type="checkbox"/> Retell stories of our <b>first president</b></li> <li><input type="checkbox"/> Retell stories that showed Abraham Lincoln cared about <b>freedom - slavery</b></li> </ul>	<p style="text-align: center;"> <b>Rules</b>  <b>Authority</b>  <b>Safety</b>  <b>Consequences</b>  <b>Laws</b> </p> <p style="text-align: center;"> <b>Responsibility</b>  <b>Leaders</b> </p> <p style="text-align: center;"> <b>Principal</b>  <b>Pastor</b> </p> <p style="text-align: center;"> <b>Government</b>  <b>Law</b>  <b>Public Official</b>  <b>Mayor</b>  <b>Governor</b>  <b>President</b> </p> <p style="text-align: center;"> <b>George Washington</b>  <b>Abraham Lincoln: Freedom,</b>  <b>Slavery</b> </p>	<p style="text-align: center;"><a href="http://www.urbanext.uiuc.edu/world/nres.html">www.urbanext.uiuc.edu/world/nres.html</a></p> <p style="text-align: center;">           Games for Social Studies: Economic  <a href="http://www.socialstudiesforkids.com/subjects">http://www.socialstudiesforkids.com/subjects</a> </p> <div style="text-align: center;">  <p style="text-align: center;"><b>Governor Corzine of New Jersey</b></p> </div> <p style="text-align: center;"> <b>Post pictures of the mayor, governor, president in your classroom</b> </p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Rights - Citizens</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the <b>different rights</b> you and family members have in your home family, school family, community family</li> <li><input type="checkbox"/> Explain that a <b>citizen</b> is a member of a country</li> <li><input type="checkbox"/> Demonstrate ways you can be a responsible citizens</li> <li><input type="checkbox"/> Explain the reason why we vote</li> </ul> <p><b><u>Symbols of our Country:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand some of the <b>symbols</b> that represent the United States: Statue of Liberty, flag, Pledge of Allegiance, bald eagle, presidential seal...</li> <li><input type="checkbox"/> Explain how and why we should respect our <b>flag</b></li> <li><input type="checkbox"/> Celebrate <b>Flag Day</b> – June 14</li> <li><input type="checkbox"/> Identify the motto of the United States</li> </ul> <p><b><u>Holidays</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the <b>holidays</b> we celebrate as a nation</li> <li><input type="checkbox"/> Describe neighborhood celebrations</li> <li><input type="checkbox"/> Retell stories of the First Thanksgiving with the Native American and the Pilgrims</li> <li><input type="checkbox"/> Retell stories about Martin Luther King, Jr. “<b>I Have a Dream</b>”</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sing the song <b>America</b></li> <li><input type="checkbox"/> Sing the song <b>The Star Spangled Banner</b> – Our National Anthem</li> <li><input type="checkbox"/> Sing the song <b>Yankee Doodle</b></li> </ul>	<p><b>Be: Respectful, caring, and responsible. Be fair, honest and show courage</b></p> <p><b>Pledge of Allegiance Flag Stars and Stripes Bald eagle Presidential Seal “In God We Trust” Liberty Bell Washington Monument Capitol Building</b></p> <p><b>Throughout the school year through stories, songs, rituals and videos/software celebrate each and every national holiday – with meaning.</b></p> <p><b>National Holidays: Memorial Day, July 4<sup>th</sup> Labor Day, Columbus Day, Veterans’ Day, Thanksgiving , Martin Luther King, Jr. Day, Presidents’ Day</b></p> <p><b>Cinco de Mayo Black History Month Chinese New Year Kwanzaa Thanksgiving, Native Americans, Pilgrims,</b></p>	<div data-bbox="1465 305 1915 646" data-label="Image"> </div> <p><b>Family Members Have Rights</b></p> <p><b>Artifacts of Native Americans – cooking tools, clothing...</b></p> <p><b>Use <u>primary documents</u> flags, presidents, events, holidays....</b></p>



OUTCOMES	VOCABULARIES	RESOURCES
<p><b><u>Economics 6.5</u></b></p> <p><b><u>Jobs:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design a brochure showing the different jobs people do in your neighborhood</li> <li><input type="checkbox"/> Describe the <b>requirements of various jobs</b> and the characteristics of a job well-performed</li> <li><input type="checkbox"/> Describe how <b>specialized jobs</b> contribute to the production of goods and services</li> <li><input type="checkbox"/> Give examples of how <b>volunteers</b> help people in your neighborhood</li> </ul> <p><b><u>Transportation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the <b>role of transportation</b> in the exchange of goods</li> </ul> <p><b>Scientists and Inventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how <b>technology</b> has changed transportation, <b>communication</b>, toys, tools, household appliances</li> </ul> <p><b><u>Money:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand what <b>money</b> is and why it is important to save it</li> <li><input type="checkbox"/> Compare different kinds of money from around the world</li> </ul>	<p><b>Some Examples:</b></p> <p><b>Chef</b>  <b>Doctor/nurse</b>  <b>Police officer</b>  <b>Fire Fighter</b>  <b>Teacher</b>  <b>Lawyer</b></p> <p><b>Service Volunteer</b></p> <p><b>Transportation</b></p> <p><b>Alexander Graham Bell</b>  <b>Thomas Edison</b></p> <p><b>Money</b></p> <p><b>Penny</b>  <b>Nickel</b>  <b>Dime</b>  <b>Quarter</b>  <b>Dollar</b></p>	<p><a href="http://www.Transportationplans.com">http://www.Transportationplans.com</a></p> 

## SOCIAL STUDIES STANDARDS: STRATEGIES AND ASSESSMENTS

	<b>RECALL/ COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS</b>	<b>SYNTHESES</b>	<b>EVALUATION</b>
<b>WORD</b>	Read/Listen, Respond to: Fables, limerick, plays, fiction, non-fiction, poems about families	Show and Tell: Family photos Puppet show about a family episode	Compare/contrast: Family stories as told by parents and grandparents	Write three descriptive sentences about family members	Investigate: Collect and evaluate stories from your grandparents' home country
<b>LOGIC</b>	Bar Graph: Size of families, age of members	Time Line: Do a timeline of family events over the past ten years	Summarize and Categorize: Bar Graph results	Estimate: Number members in your class. Do a real count	Survey; Largest family, smallest family, family roots that are the farthest away
<b>PICTURE</b>	Draw: Map of the route you take to school	Collage: Different kinds of money	Compare/contrast what people from different countries buy for groceries	Imagine: Street without signs	Select: Favorite town site (e.g. park, lake...)
<b>BODY</b>	Field Trip; Walk Around your neighborhood and note observations	Create: Mock grocery school	Role-play: "Should I buy ____ or save the money. Tell why.	Invent: Your model town	Scale: Model of your favorite site in town
<b>MUSIC</b>	Listen/sing: Ethnic songs of America	Change words of a song to remember rules. e.g. Old MacDonald , You are my Sunshine	Compare/contrast two patriotic songs: America/ Star Spangled Banner	Compose: Songs about the jobs of community workers	Evaluate: Different ethnic music. I liked, I wondered, I want to Know
<b>PEOPLE</b>	Role Play: Job of a school worker; bus driver, crossing guard	Game: On what street would you find ____?	Interview: Police Officer, Fire Fighter...	Design a motto for your town	Discuss: This is what I like/ Dislike about my town
<b>SELF</b>	Journal: A local celebration	Write three sentences: This is what I should get as an allowance. Tell why	Compare your allowance and what your parents received when they were young	Create a new town job. Write a job description, pay, benefits	Evaluate: Classroom rules that is the hardest to keep