

Haddon Township School District
Grade One
Social Studies

The first grade Social Studies Curriculum involves the study of rules and laws, civics, geography, economics, and government. The curriculum provides developmentally appropriate experiences that reflect the New Jersey Core Curriculum Content Standards for Social Studies. This curriculum will continue evolving to meet the needs of the students as well as the standards established by the New Jersey Department of Education.

ESSENTIAL LEARNINGS: *All first grade social studies students will demonstrate an understanding of the following strands from the NJ Core Curriculum Content Standards:*

U.S. History, America and the World (NJ 6.1)
All first grade students will...

- 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.
- Explain how fundamental rights guaranteed by the US Constitution and the Bill of Rights contribute to the continuation and the improvement of American democracy.
- Determine how "fairness", "equality" and the "common good" have influenced change at the local and national levels if the US government.
- Explain how the US functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 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.
- Explain how the fundamental rights, 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.
- Compare and contrast information that can be found on different types of maps.
- 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.

U.S. History, America and the World (NJ 6.1)
 continued...

- Identify the major cities in New Jersey, the United States and major world regions and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- Describe the role and relationship among households, businesses, laborers, and governments, within the economic system.
- Explain the role of historical symbols monuments and holidays and how they affect the American identity.
- 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.
- Explain the role of money, savings, debt, and investment in individuals' lives.
- Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- Trace how the American identity evolved over time.
- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Active Citizenship in the 21st Century (NJ 6.3)

All first grade students will...

- Evaluate what makes a good rule or law.
- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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CHARACTERISTICS OF EFFECTIVE LEARNERS:

All first grade students will demonstrate growth in the development of the following characteristics of effective learners:

Trustworthiness, demonstrated by the ability to...

- Be honest in words and actions
- Keep promises
- Stand up for beliefs and do what is right
- Be a good friend

Respect, demonstrated by the ability to...

- Treat others the way you would want to be treated
- Be polite and courteous
- Treat others well even if they look, act, or believe differently than you do

Responsibility, demonstrated by the ability to...

- Do what you are supposed to do
- Think about how your actions will affect others
- Always try to do your best

Fairness, demonstrated by the ability to...

- Play by the rules
- Take turns and share
- Try to see the other person's side
- Speak up if you know something is unfair

Caring, demonstrated by the ability to...

- Be kind with your words and actions
- Help others
- Think about other people's feelings and needs
- Be thankful for what others do for you

Citizenship, demonstrated by the ability to...

- Cooperate with others
- Obey rules and laws
- Do your best to make your school and neighborhood better
- Help protect the Earth

New Jersey Core Curriculum Content Standards indicated in parentheses

Resources

Harcourt Social Studies Units
www.harcourtschool.com/ss1

Additional Resources

- *Time for Kids*
- Primary Literature - Read Alouds
- Primary documents, software, videotapes, maps, globes
- Literature and art connections

Technology

Students will use technology in social studies classrooms to:

- Access and retrieve information responsibly to support learning
- Present social studies information in a variety of visual forms
- Use simulations to acquire an understanding of social studies concepts
- Communicate understandings of social studies content and processes

Assessment

Student learning will be assessed using a variety of measures, including:

- Formal assessments
- Teacher generated tests and quizzes
- Student projects and presentations
- Writing
- Assigned and self-selected extensions
- Homework and teacher generated assignments

Parent Involvement

Research supports that parent involvement in education can lead to academic benefits for students. Haddon Township parents of first grade students are encouraged to:

- Set a regular time, place, and routine for homework with minimal distractions
- Provide appropriate supplies for students
- Review homework and course content regularly
- Discuss local and national news accessed through newspapers, news magazines, newscasts, educational television, and appropriate internet sites
- Plan family trips and outings that support social studies learning, including visits to sites of historical interest
- Discuss contemporary issues that relate to and support content and learning.