

Mansfield Public Schools
Grade One - Social Studies Curriculum
My Self, My Family, My School

Introduction

The Mansfield Public School grade one social studies curriculum encourages students to discover, explore, and reflect upon themselves and their immediate surroundings. Its purpose is to afford children the opportunity to explore cultural differences and similarities and to learn tolerance with the context of the classroom and school environment.

Essential Questions to Guide Each Unit

Each essential questions is followed by a notation of its relationship to the State of Connecticut Social Studies Curriculum Framework (1998)

History:

- How do migrations impact geography and how does geography influence migration? (1, 3, 9, 11, 12, 13)
- What are the consequences, both intended and unintended, of migration to: culture, economy, government, way of life, and the physical environment? (1, 2, 3, 4, 5, 9, 11, 12, 14)
- How have migration and immigration contributed to the diversity of the American people and the idea of America as a continually changing mosaic? (1, 2, 3, 4, 5, 7, 9, 11)

Geography:

- What are the physical features of a region, and how do they influence the daily life of the people? (1, 2, 9, 11, 12)
- What are the political boundaries of a region? (7, 10, 11)
- What are the ways people depend on, adapt to, and alter the physical environment? (1, 2, 9, 10, 11, 12)
- Name the major physical features (mountains and bodies of water) in each region and locate them on a map. (9, 10)
- Name the states and major cities in the region and locate them on a map. (9, 10)

Connections to Life Today:

- How have each region's geography and history influenced the everyday life of the people of the region? (1, 2, 3, 9, 10, 11, 12, 14)
- What are the major ethnic groups in each region and how do they contribute to the region's cultural diversity? (1, 2, 3, 8, 9, 11)
- What do people in the region do for work? (1, 2, 9, 11, 13)
- Are there any foods, customs, religions, holidays, celebrations, or other cultural elements, which are significant to the region? (1, 2, 3, 4)

****Connecticut Standard Number 4 (Applying History)** – will be integrated into each area of the curriculum. Students will constantly be encouraged to strive to recognize the importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p><u>News Around Us</u> Strand : Current Events</p>	<p>a. Use newspapers, maps and globes to enhance the topics being discussed.</p> <p>b. Be exposed to newspapers, magazines, journals and other sources of news.</p>	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Read and discuss classroom "daily news" 2. Show and Tell 3. Have available children's magazines, previously read daily news, and Scholastic News 	<p>Teacher Observation Completion of Activity pages from children's magazines</p>	<p>Children's magazines, including Scholastic News, Ranger Rick, 321 Contact, Weekly Reader, etc.</p>

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p><u>Flags and Symbols</u> Strand: American Heritage</p>	<ul style="list-style-type: none"> a. Recognize, become familiar with, and show respect for American symbols. b. Recognize the Pledge of Allegiance c. Be exposed to a variety of patriotic songs d. Gain familiarity with the contributions from many famous American individuals from a variety of cultural groups e. Learn the effects of our lives made by famous Americans 	<ol style="list-style-type: none"> 1. Celebrate Flag Day in June. Color in a blackline of the American Flag. Have them paint fifty stars. 2. Say the Pledge of Allegiance each day. 3. Celebrate President's Day <ul style="list-style-type: none"> a. Have children color in sequence George Washington booklets (see teacher resources) b. Have children trace and cut out silhouettes of Lincoln and Washington c. Have children "clean" a penny using the vinegar and salt solution (see teacher resources). Have the children color in the log cabin blackline and adhere the clean penny to the window of the log cabin. Introduce appropriate coins (See First Grade math curriculum) which have Lincoln and Washington on them. d. There are many addition and subtraction activities using pennies in Box It Bag It math program for first grade. 4. Martin Luther King Jr.'s Birthday 5. Mock elections 	<p>Teacher observation</p>	<ol style="list-style-type: none"> 1. Wee Sing America cassette tape 2. Patriotic Songs and Marches tape (Kimbo) 3. Holiday Songs for all occasions tape (Kimbo)

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<u>Famous Americans</u>	1. Learn the effects made on our lives made by famous Americans	<ol style="list-style-type: none"> 1. Teacher reads various, appropriate biographies about famous Americans. 2. Students read grade appropriate biographies about famous Americans and do various literature activities to reinforce what they have read and to develop critical thinking skills (i.e. story maps, Venn Diagrams comparing famous Americans, web famous American's life, etc.) 	<p>Teacher Observation</p> <p>Comprehension displayed on individual reading activities</p>	Bibliography

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<u>Continents</u>	Identify land and water on a map and globe	<ol style="list-style-type: none"> 1. Learn about Christopher Columbus 2. Learn about pilgrims and their journey 3. Sing Continent song 	1. Informally have children identify continents and bodies of water on a globe or map.	Bibliography: Continent Song

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<p><u>Getting Along With Others</u></p>	<ol style="list-style-type: none"> 1. Recognize a rule as a consistent, acceptable pattern of behavior. 2. Be able to explain the reasons why rules are made. 3. Follow the rules set for the group. 4. Will discuss various ways of solving a problem (i.e. use of authority, compromise, etc.) 5. Will participate in the use of problem solving techniques 6. Explore their own associations and concepts of peace with those of war and violence. 7. Be exposed to a variety of cultures, at least one of which is non-european. 8. Be able to identify rules and articulate the need for them 9. Discuss conflict resolution techniques and engage in problem solving activities. 	<ol style="list-style-type: none"> 1. Class Meetings 2. Small group activities such as centers, reading buddies, etc. 3. Assist in establishing class rules 4. Celebrate holidays around the world. 5. Invite parents and/or community members to share cultural customs and traditions. 	<ol style="list-style-type: none"> 1. The student will practice classroom/school rules 2. The student will help design rules for the classroom and be able to explain the importance of the rules 3. The student will illustrate a rule of the school and/or classroom 4. The student will brainstorm alternative ways of solving a problem. 5. The student will use problem solving techniques. 	<ol style="list-style-type: none"> 1. School personnel <p>Bibliography: <u>Chrysanthemum</u>, Kevin Henkes</p>

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<u>Families</u>	<ol style="list-style-type: none"> 1. Identify and recognize a family unit and its members 2. Understand that family members care for each other and learn from each other. 3. State the four basic needs that are met by a family (food, clothing, shelter, and love) 4. Understand how different environments affect a family's way of life. 5. Describe how families work together. 6. Know that families have rules and understand why they are important 7. Understand that families change. 	<ol style="list-style-type: none"> 1. Draw families and label members, put portraits on display in the classroom 2. Read family books 3. Have children bring in family photos from home and have each child share their family picture with the class. Put photos on display in the classroom 4. Have children use the Duplo family home set and create different types of homes and families 5. Celebrations of holidays around the world. 	Teacher Observation	Duplo home and family playhouse Bibliography: a. <u>Families Are Alike and Different</u>