Unit 3: Symbols and Traditions of the United States

Content Area: **Social Studies**
Course(s): **Social Studies Gr. 1**
Time Period: **JanFeb**
Length: **36 Days**
Status: **Published**

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade Social Studies

Unit 3: Symbols and Traditions of the United States

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Chapter three focuses on symbols and traditions of the United States. Students will learn about the importance of the United States flag and how the flag has different meanings for many people. Students will learn about different American symbols and how these symbols represent America's history. Students will learn about important documents that help guide or country and songs that explain America's history. The students will learn about American heroes who were historical figures that fought for justice.

(Reference myWorld Interactive, Chapter 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.
- America has traditional songs to honor our country.
- American heroes fought for freedom and justice.
- National holidays are a time to honor and remember.

Essential Questions

Lesson 1: We Are Americans

- What does it mean to be American?
- Why is the United States flag important?

- What freedoms do you have at school?

Lesson 2: American Symbols

- What are important American symbols?
- What do important American symbols represent?
- How do symbols connect Americans to our country's past?

Lesson 3: American Documents

- What are important American documents?
- Why is the Declaration of Independence an important document?
- Why is the U.S. Constitution important?

Lesson 4: American Songs

- What are important American songs?
- Why is it a tradition to sing our national anthem?
- Why do Americans sing traditional songs?

Lesson 5: American Heroes

- Who are important American heroes?
- What does it mean to be an American hero?
- Why do Americans remember heroes from America's past?

Lesson 6: Our National Holidays

- What are important national holidays?
- Why do we celebrate national holidays?
- How do Americans celebrate national holidays?

Exit Skills

By the end of Chapter 3, students will be able to:

- Acquire and accurately use domain specific vocabulary.
- Determine the importance of the United States flag.
- Explain why Americans recite the Pledge of Allegiance.
- Acknowledge the United States flag has different meanings to different people.
- Identify various American symbols.
- Summarize how symbols are important to Americans.
- Understand that the Declaration of Independence and the U.S. Constitution are important American documents.
- Recognize the U.S. Constitution as a set of rules and laws for our country and the Bill of Rights as

changes to the Constitution.

- Recall historical figures who have written American songs.
- Recite and list American songs.
- Explain the history of American songs.
- Explain how American songs reflect American individualism and freedom.
- Identify heroes as people who help others.
- List contributions of historical figures.
- Explain why our nation celebrates special days.
- Remember the origins of national holidays and celebrations.
- Recall how families celebrate national holidays.

New Jersey Student Learning Standards (NJSLS)

SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Interdisciplinary Connections

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.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.
LA.SL.1.1.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).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.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.

Learning Objectives

Lesson 1: We Are Americans

- Determine the importance of being an American.
- Analyze the symbolism of the American flag.
- Justify how the American flag represents freedom, respect, and justice.

Lesson 2: American Symbols

- Explain why American symbols are important to Americans.
- Associate the bald eagle and Statue of Liberty as symbols of freedom.
- Associate the Golden Gate Bridge as a symbols of creativity.

Lesson 3: American Documents

- Identify important American documents.
- Determine the importance of the Declaration of Independence.
- Justify the significance of the U.S. Constitution.

Lesson 4: American Songs

- Recall important American songs,
- Explain why Americans traditionally sing the national anthem.
- Generate reasons why Americans sing traditional songs.

Lesson 5: American Heroes

- Point out important American heroes.
- Ascribe characteristics of a hero.
- Determine the importance of honoring heroes from American's past.
- Analyze the contributions of George Washington and Harriet Tubman.

Lesson 6: Our National Holidays

- Recall important American holidays.
- Explain the reasons for celebrating national holidays.
- List ways American celebrate national holidays.
- Determine the reasons for celebrating Dr. Martin Luther King Jr. and Cesar Chavez.

Suggested Activities & Best Practices

Chapter 3- Symbols and Traditions of the United States

- Rap About It
- Quest Project-Based Learning
- Jumpstart Activity

Lesson 1: We Are Americans

- Jumpstart Activity
- Interactivity

Lesson 2: American Symbols

- Jumpstart Activity
- Interactivity
- Quest Connections
- Literacy Skills

Lesson 3: American Documents

- Jumpstart Activity
- Interactivity

Lesson 4: American Songs

- Jumpstart Activity
- Interactivity
- Quest Connection
- Primary Source

Lesson 5: American Heroes

- Jumpstart Activity
- Interactivity
- Critical Thinking Skills

Lesson 6: Our National Holidays

- Jumpstart Activity
- Interactivity

- Quest Connection
- Citizenship

See the myWorld Activity Guide for additional resources and activities.

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

Ancillary Resources

- The Official Website for the state of New Jersey
- BrainPop Educators Website
- Nonfiction texts on "National Symbols"

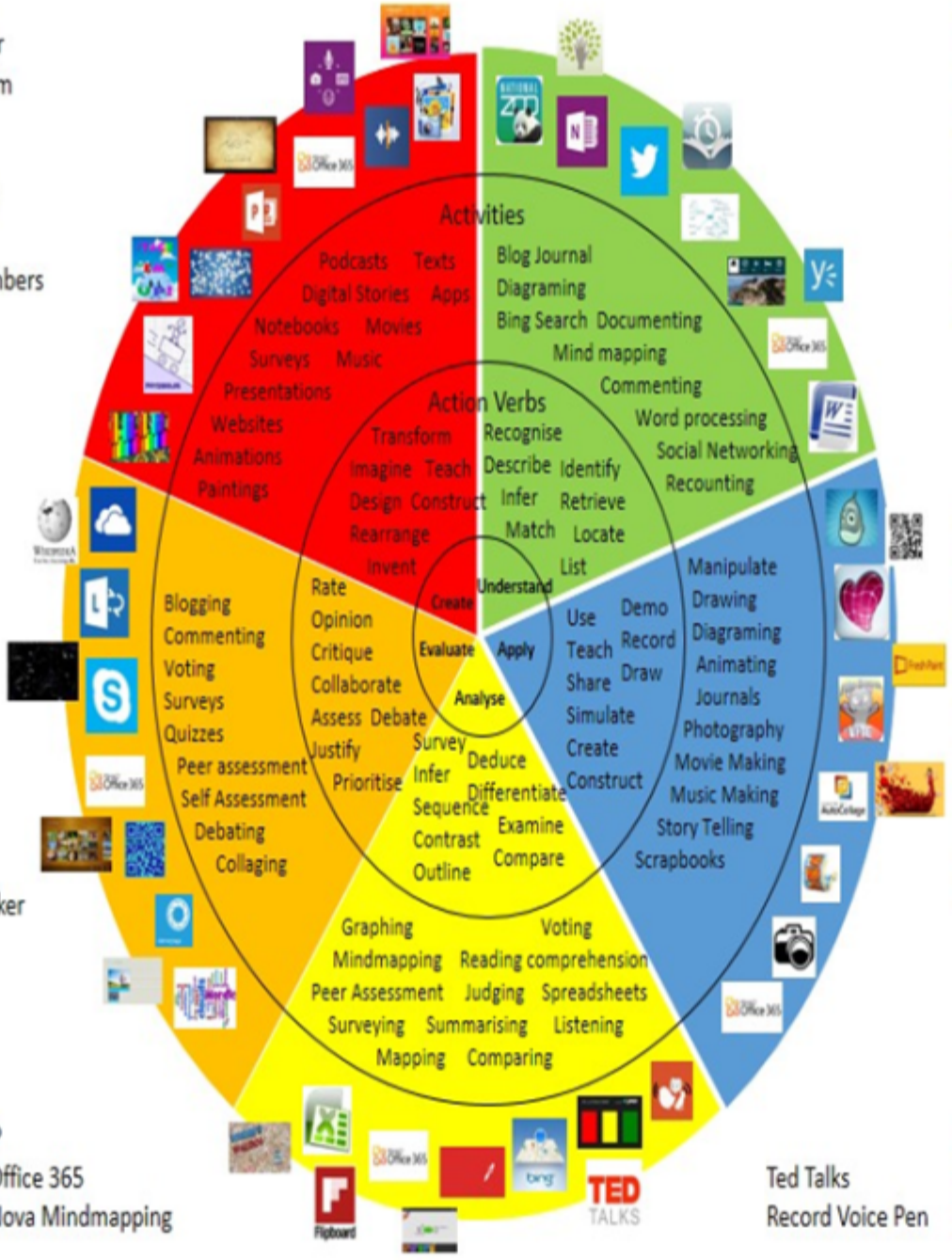
Technology Infusion

- Webquest on "National Symbols"
- YouTube video on "The Pledge of Allegiance"
- Kahoot on "American Heroes"

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format

- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: