

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
SOCIAL STUDIES CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>SEPTEMBER</u></p> <p>U.S. HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify contributions of historical figures who have influenced the community, state, and nation. 	<ul style="list-style-type: none"> After reading the biography, have students tell in their own words three ways in which Carl Stotz made baseball fun for children. Help students locate Williamsport, PA, on a map where the Little League World Series is still played every year. 	<ul style="list-style-type: none"> TM p. 10-11 U.S. Map Web Site: www.sfsocialstudies.com 	<ul style="list-style-type: none"> Teacher Observation 	<p>6.2-D2 6.4-B1,2</p>
<p>U.S. HISTORY</p>	<ul style="list-style-type: none"> obtain information about baseball by looking at artifacts. 	<ul style="list-style-type: none"> Encourage students who have baseball card collections to share them with their classmates. 	<ul style="list-style-type: none"> TM p. 12-13 Baseball cards www.si.edu 	<ul style="list-style-type: none"> Teacher Observation Wkbk. p. 4 	<p>6.4-B1</p>
<p>U.S. HISTORY</p>	<ul style="list-style-type: none"> explain how routines are a part of our daily life at home and at school. 	<ul style="list-style-type: none"> Have the students draw three pictures in order showing what they do in the morning before they com to school. The class will make a list on chart paper showing the daily morning routine in the classroom. 	<ul style="list-style-type: none"> TM p. 14-17 Drawing paper Chart paper 	<ul style="list-style-type: none"> Teacher Observation Completed drawings Wkbk. p. 5 	<p>6.1-A5 6.4-A1</p>
<p>CIVICS</p>	<ul style="list-style-type: none"> identify characteristics of good citizenship, such as belief in equality. 	<ul style="list-style-type: none"> Ask the students to name real people or story characters who acted bravely and stood up for their beliefs, like Ruby Bridges Hall. 	<ul style="list-style-type: none"> TM p. 18-19 	<ul style="list-style-type: none"> Teacher Observation 	<p>6.2-A4, D2</p>

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<p><u>SEPTEMBER</u></p> <p>WORLD HISTORY</p> <p>U.S. HISTORY</p> <p>CIVICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • retell stories from selected folk tales and legends, including Johnny Appleseed. • read and create a calendar. • explain the need for rules and laws in the home, school and community. 	<ul style="list-style-type: none"> • The students will do apple activities, such as tasting apples and foods made from apples, comparing different kinds of apples. • Show the students samples of different kinds of calendars, such as appointment books, desk calendars, etc. • Ask the students "What are some rules that help us work together in school?" List these on a chart. 	<ul style="list-style-type: none"> • TM p. 176-177 • TM p. 20-21 • Different kinds of calendars • TM p. 22-27 • Chart paper • www.sfsocialstudies.com 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Wkbk. p.6 • Teacher Observation • Completed chart • Wkbk. p.7,8 	<p>6.1-A4 6.3</p> <p>6.1-A5</p> <p>6.2-A1, D1</p>
<p><u>OCTOBER</u></p> <p>NJ HISTORY</p>	<ul style="list-style-type: none"> • Compare past and present. 	<ul style="list-style-type: none"> • Have the students illustrate a school child from today and a school child from long ago. 	<ul style="list-style-type: none"> • TM p. 28-31 • Drawing paper 	<ul style="list-style-type: none"> • Teacher Observation • Completed illustrations • Wkbk p. 9, 10, 11 	<p>6.1-A1,2 6.4-A1,4</p>

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<p><u>OCTOBER</u></p> <p>U.S. HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify characteristics of good citizenship, such as belief in equality, like Mary McLead Bethune had. 	<ul style="list-style-type: none"> Have the students make a 4-page booklet drawing and writing about things they have learned at school. 	<ul style="list-style-type: none"> TM p. 32-33 4 page booklets www.sfsocialstudies.com 	<ul style="list-style-type: none"> Teacher Observation 	<p>6.2-A4,5, D2</p>
<p>U.S. HISTORY</p>	<ul style="list-style-type: none"> recognize that things change over time. 	<ul style="list-style-type: none"> Students can illustrate things that students use at school, showing the past, and present and what they might use in the future. 	<ul style="list-style-type: none"> TM p. 34-37 Drawing paper 	<ul style="list-style-type: none"> Teacher Observation Completed illustrations 	<p>6.1-A1,2</p>
<p>U.S. HISTORY</p>	<ul style="list-style-type: none"> describe the origin of Columbus and Thanksgiving. 	<ul style="list-style-type: none"> Students use pictures and a few words to tell how their family celebrates Thanksgiving or another holiday. 	<ul style="list-style-type: none"> TM p. 196-199 www.sfsocialstudies.com 	<ul style="list-style-type: none"> Teacher Observation Wkbk. p.52 	<p>6.4-B3</p>
<p>GEOGRAPHY</p>	<ul style="list-style-type: none"> use cardinal directions on a map. 	<ul style="list-style-type: none"> Students can trace the routes of Columbus and the Mayflower with their finger on a flat World map and on a globe. 	<ul style="list-style-type: none"> TM p. 200-201 www.sfsocialstudies.com World map Globe 	<ul style="list-style-type: none"> Teacher Observation Wkbk. p. 53 	<p>6.6-A1,3</p>

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<p><u>NOVEMBER</u></p> <p>CIVICS</p> <p>CIVICS</p> <p>N.J. HISTORY</p> <p>N.J. HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe the roles of public officials including governor and president. • identify figures such as Eleanor Roosevelt who believed in justice, truth, equality and responsibility for the common good. • describe their family through 3 generations and create a family history time line. • describe how people share family beliefs and values through stories, songs, celebrations, food and language. 	<ul style="list-style-type: none"> • Give each student an outline map of N.J. (found in Resource Guide). They can make a small star to indicate the location of our capital, Trenton. The students can write "The governor of N.J. works in Trenton." • Have the students imagine that Eleanor Roosevelt is the First Lady. Have them write her a letter explaining a problem that needs her attention. • Have the students draw pictures of themselves, siblings, parents and grandparents. • With parents' help, students can draw a time line of their family history. • Send home a questionnaire asking families to describe how their beliefs and values are expressed through stories, songs, celebrations, food and language. Students can share their family with the class. 	<ul style="list-style-type: none"> • TM p.218-221 • www.sfsocialstudies.com • Map of N.J. • TM p. 222-223 • Chart paper • Drawing paper • Questionnaire 	<ul style="list-style-type: none"> • Teacher Observation • Wkbk. p.57 • Completed map • Teacher Observation • Completed class letter • Completed drawings • Completed time lines • Completed questionnaire 	<p>6.2-C1</p> <p>6.2-A4,5 6.4-B1,2</p> <p>6.1-A5 6.4-A2,4</p> <p>6.2-E3 6.4-A4</p>

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<p><u>DECEMBER</u></p> <p>GEOGRAPHY</p> <p>NJ HISTORY</p> <p>GEOGRAPHY</p> <p><u>JANUARY</u></p> <p>WORLD HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • distinguish among past, present and future and identify changes in the community. • describe the history of our community, including the origin of the name, people who came to live here, and important buildings. • locate places using the four cardinal directions. • describe various customs & traditions & explain their importance. 	<ul style="list-style-type: none"> • Show the students pictures of Franklin Township from the past. Discuss "What has changed in our community?" • Discussion based on information in Grade 1 Social Studies Resource Guide. • Hide several objects. Give students directions for finding them, for example: It is four steps south from the door. • List on chart paper all of the special days that the students can recall. Have each child illustrate a special day that his/her family celebrates. Share these and bind into a class book called "Special Days". 	<ul style="list-style-type: none"> • TM p. 58-59 • 2001 & 2002 Franklin Twp. Calendars • Grade 1 Social Studies Resource Guide • TM p. 60-61 • TM p. 62-65 • Chart paper • Drawing paper 	<ul style="list-style-type: none"> • Teacher observation • Teacher observation • Teacher observation • Wkbk. p.17 • Teacher 	<p>6.1-A2</p> <p>6.2-B3</p> <p>6.6-A1,3</p> <p>6.2-E1,2</p>

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<p><u>JANUARY</u></p> <p>GEOGRAPHY</p> <p>GEOGRAPHY</p> <p>U.S. HISTORY</p> <p><u>FEBRUARY</u></p> <p>ECONOMICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the contributions of historical figures, such as Jane Adams. • locate places of significance on the map. • identify contributions of historical figures such as Sam Houston. • understand that people exchange goods and services for money. 	<ul style="list-style-type: none"> • Make a list of ways that the students could help people in their community. • Give each child an outline map of N.J. Paste it onto oaktag. Color and cut it out. Cut the map into 4 or 5 puzzle pieces. Trade with a partner. • Have the students write a story about why or why not they would want to leave home and live with the Cherokees like Sam Houston did. • Students will draw pictures and write sentences about buying lunch in the lunchroom, using the words first, next and last. 	<ul style="list-style-type: none"> • TM p. 72-73 • Chart paper • www.sfsocialstudies.com • TM p. 74-77 • Map of N.J. from grade 1 Social Studies Resource Guide • Oaktag • www.sfsocialstudies.com • TM p. 78-79 • www.sfsocialstudies.com • Writing paper • TM p. 87-93 • Songs & Music CD "Lots of Jobs" • 3-page booklet 	<ul style="list-style-type: none"> • Teacher observation • Wkbk. p.20, 21, 22 • Completed puzzles • Teacher observation • Completed stories • Teacher observation • Wkbk p. 23, 24 • Completed booklets 	<p>6.4-B2</p> <p>6.6-A1</p> <p>6.4-B1,2</p> <p>6.5-A3</p>

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<u>FEBRUARY</u>	Students will be able to:				
ECONOMICS (con't)	<ul style="list-style-type: none"> describe the requirements of various jobs. 	<ul style="list-style-type: none"> Invite children to draw a picture on an index card of a job they do either at home or at school. Mix the cards and distribute. Each child writes a sentence telling how to do that job well. 	<ul style="list-style-type: none"> TM p. 94-99 Index cards 	<ul style="list-style-type: none"> Teacher observation Wkbk p. 25, 26 	6.5-B1
U.S. HISTORY	<ul style="list-style-type: none"> recognize the names of some major figures in American history, such as Nathan Hale. 	<ul style="list-style-type: none"> After discussing the war against England, have the students work in pairs to tell what they learned about one of the heroes. 	<ul style="list-style-type: none"> TM p. 202-205 www.sfsocialstudies.com 	<ul style="list-style-type: none"> Teacher observation Wkbk p. 54 	6.4-B1
U.S. HISTORY	<ul style="list-style-type: none"> identify the contributions of Benjamin Franklin, who influenced our nation. 	<ul style="list-style-type: none"> On chart paper, make a list of all of Benjamin Franklin's contributions that were discussed in this lesson. 	<ul style="list-style-type: none"> TM p. 206-207 www.sfsocialstudies.com Chart paper 	<ul style="list-style-type: none"> Completed chart 	6.4-B1,2
U.S. HISTORY	<ul style="list-style-type: none"> describe the lives of people commemorated by Presidents' Day. 	<ul style="list-style-type: none"> Using a Venn diagram, compare and contrast what the children know about Lincoln and Washington. 	<ul style="list-style-type: none"> TM p. 215-217 Chart paper www.sfsocialstudies.com 	<ul style="list-style-type: none"> Completed diagram 	6.4-B3,4
U.S. HISTORY	<ul style="list-style-type: none"> identify George Washington Carver as a historic figure who influenced our nation. 	<ul style="list-style-type: none"> Display a word web showing all of the products made from peanuts: paper, rubber, cooking oil, plastic, flour, bleach, glue, mayonnaise, shaving cream, shoe polish, cheese, & ink. Before you add each word to the web, ask students to show thumbs up or down if they think each product is made from peanuts 	<ul style="list-style-type: none"> TM p. 122-123 www.sfsocialstudies.com 	<ul style="list-style-type: none"> Teacher observation 	6.4-B1,2

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<p><u>FEBRUARY</u></p> <p>ECONOMICS</p> <p>N.J. HISTORY</p> <p>ECONOMICS</p> <p>ECONOMICS</p> <p><u>MARCH</u></p> <p>ECONOMICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • distinguish between needs and wants. • Compare and contrast toys from the past and today. • explain why wanting more than they can have requires that people make choices. • understand that many countries have their own form of money. • describe how specialized jobs contribute to the production of goods and services. 	<ul style="list-style-type: none"> • Have the students fold a piece of paper in half and write needs and wants at the top of each half. Students can draw or write about things that can go in each section. Then have each child tell a partner about one need and one want. • Have the class brainstorm future toys and then make drawings of them. Make a bulletin board entitled "Toys of the Future" with their drawings. • Have the students pass around a real \$5 bill, and tell what they would do with the money if it was theirs to spend. • Pretend to take a trip around the world. Have the students plan where they would go and what kind of money they would need. • Have each student draw a picture of what they want to do when they grow up. Then group them according to whether they produce goods or services. 	<ul style="list-style-type: none"> • TM p. 100-101 • Drawing paper • TM p. 102-103 • Chalkboard • Drawing paper • Bulletin board • TM p. 104-105 • \$5.00 bill • TM p. 106-107 • World map • TM p. 108-111 • Drawing paper 	<ul style="list-style-type: none"> • Wkbk. p. 27 • Teacher observation • Teacher observation • Wkbk p. 28 • Teacher observation • Teacher observation • Wkbk p. 29 • Teacher observation 	<p>6.5-A1</p> <p>6.4-A1,4</p> <p>6.5-A1</p> <p>6.5-A3</p> <p>6.5-B1</p>

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<p><u>MARCH</u></p> <p>CIVICS</p> <p>CIVICS</p> <p>ECONOMICS</p> <p>GEOGRAPHY</p> <p>GEOGRAPHY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify characteristics of good citizenship, such as responsibility for the common good. • identify historic figures such as Clara Barton who have exemplified good citizenship. • identify the role of markets in the exchange of goods and services. • use a simple map to identify the location of places. • identify the role of transportation in the exchange of goods. 	<ul style="list-style-type: none"> • Ask the students to say names of people they know who are caring citizens and how those citizens care about others. Answers may include parents & school workers. • Ask the students to draw a picture of something they could do to help someone. Then have students write a sentence telling about their picture. • Have the students use a sequence graphic organizer to show the six steps that peanuts go through to get from the farm to you. • Make a map and a map key of our school. Tell what route you would take to get from our classroom to the office. • Have the students draw pictures of as many different kinds of transportation as they can brainstorm. Then group the pictures by what you would use to travel close by or to travel far away. 	<ul style="list-style-type: none"> • TM p. 112-113 • TM p. 114-115 • www.sfsocialstudies.com • Experience paper • TM p. 116-119 • Graphic organizer • TM p. 120-121 • Large drawing paper • TM p. 124-125 • Drawing paper 	<ul style="list-style-type: none"> • Teacher observation • Completed pictures • Wkbk p. 30 • Completed organizers • Wkbk p. 31 • Completed maps • Wkbk p. 32 	<p>6.2-A1,3,5</p> <p>6.2-C1, D2</p> <p>6.5-A1</p> <p>6.6-A3</p> <p>6.6-D1</p>

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<p><u>MARCH</u></p> <p>GEOGRAPHY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify ways people exchange goods and services. 	<ul style="list-style-type: none"> Have the students draw a picture of their favorite truck and write a short story of what that truck might do on any given day. Bind the stories together to make a class book entitled "Big Wheels". 	<ul style="list-style-type: none"> TM p. 126-127 Experience paper 	<ul style="list-style-type: none"> Completed stories Wkbk p.33,34 	<p>6.5-A1, B1</p>
<p>GEOGRAPHY</p>	<ul style="list-style-type: none"> tell ways that they can care for the earth. 	<ul style="list-style-type: none"> Students can make a poster showing a way to care for our Earth at home, school and recreational locations, such as a park or beach. These can be displayed throughout the school or community. 	<ul style="list-style-type: none"> TM p. 135-141 Songs and Music CD "Show you Care" Poster paper 	<ul style="list-style-type: none"> Completed posters Wkbk p. 35, 36 	<p>6.6-E3</p>
<p>GEOGRAPHY</p>	<ul style="list-style-type: none"> describe how climate affects the way people live, including their clothing and recreation. 	<ul style="list-style-type: none"> Fold a paper in thirds and write the words yesterday, today and tomorrow. Draw a picture of the weather, what you wore and what you did. Make predictions for tomorrow. Create a time line about you. Draw yourself in the past, present and future. 	<ul style="list-style-type: none"> TM p. 142-145 Drawing paper TM p. 146-147 Drawing paper www.sfsocialstudies.com 	<ul style="list-style-type: none"> Completed drawings Wkbk p. 37 Completed time lines Wkbk p. 38 	<p>6.6-C1, E1,2</p> <p>6.1-A2,5</p>
<p><u>APRIL</u></p> <p>GEOGRAPHY</p>	<ul style="list-style-type: none"> tell what activities can be done in different kinds of weather. 	<ul style="list-style-type: none"> Have the students develop a T-chart with these 2 categories: Fun in Good Weather; Fun in Bad Weather. Students can collect magazine pictures that show activities for many different kinds of weather. Discuss 	<ul style="list-style-type: none"> TM p. 148-149 www.si.edu Chalkboard Magazines 	<ul style="list-style-type: none"> Wkbk. p.39 Completed T-chart Teacher observation 	<p>6.6-C1, E2</p>

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<u>APRIL</u>	Students will be able to:				
GEOGRAPHY	<ul style="list-style-type: none"> • describe how location & physical surroundings affect the way people live, including their recreation. 	<ul style="list-style-type: none"> • Use the vocabulary cards: lake, mountain, plain, river, to develop a 4-column chart listing the characteristics of each. Divide the children into 4 groups. Each group will use one of the charts to create a large drawing of their land form. These can be joined to form a mural. 	<ul style="list-style-type: none"> • TM p. 150-153 • Vocabulary cards • Large drawing paper • Chart paper 	<ul style="list-style-type: none"> • Wkbk. p. 40 • Completed mural 	6.6-E1,2
GEOGRAPHY	<ul style="list-style-type: none"> • distinguish between land and water on globes and maps. 	<ul style="list-style-type: none"> • Give each child a blown-up balloon, tape, and a paper cut-out of North America and South America. Then have them tape the continent cut-out to their "globe". 	<ul style="list-style-type: none"> • TM p. 154-155 • www.socialstudies.com • variety of globes and maps • balloons • paper outline of North & South America 	<ul style="list-style-type: none"> • Wkbk. p. 41 	6.6-A1
GEOGRAPHY	<ul style="list-style-type: none"> • identify examples of and uses for natural resources in the community state and nation. 	<ul style="list-style-type: none"> • Students can brainstorm a list of all of the places that water can be found in the world, (ex: lakes, oceans, puddles, etc.) • Have the students make a list of all of the uses of water (ex: washing, swimming, sailing, etc.) 	<ul style="list-style-type: none"> • TM p. 156-159 • Chalkboard 	<ul style="list-style-type: none"> • Wkbk. p. 42 • Teacher observation 	6.6-B1,2

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<p><u>APRIL</u></p> <p>CIVICS</p> <p>CIVICS</p> <p>ECONOMICS</p> <p>GEOGRAPHY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify ordinary people who exemplify good citizenship. • identify characteristics of good citizenship such as responsibility for the common good, as seen in Elvia Neibla. • Know that in our economy there are workers, raw materials and tools. • identify ways that natural resources can be used and reused. • identify ways that protecting natural resources helps animals. 	<ul style="list-style-type: none"> • Develop a plan for the class of how they can do things to help plant trees, recycle, or become community volunteers. • On the board write: Protect _____. We need this natural resource for _____. Students can copy and complete the sentences. Then have them illustrate their poster. • Have the students draw 2 pictures: Farming in the Past, and Farming in the Present. Discuss what things might be included in their drawings. • Discuss what farming in the future might be like. • Have the students write in their journal about how they can reduce, reuse, and recycle each day. Share ideas with the class. • Have the students draw pictures of one of the endangered animals and write a caption telling something about the animal. 	<ul style="list-style-type: none"> • TM p. 160-161 • Youth How-To-Kits can be obtained through www.treemusketeers.org • TM p. 162-163 • www.sfsocialstudies.com • Poster paper • Chalk board • TM p. 164-167 • www.ioweb.com/lhf • Drawing paper • TM p. 170–173 • Journal • TM p. 174-175 • www.sfsocialstudies.com 	<ul style="list-style-type: none"> • Teacher observation • Completed posters • Wkbk p. 43 • Teacher observation • Completed drawings • Wkbk p. 44 • Teacher observation • Completed stories • Wkbk p.45, 46 	<p>6.2-A5, B1</p> <p>6.2-A3</p> <p>6.5-B1</p> <p>6.6-C1, E1</p> <p>6.6-E1</p>

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<u>MAY</u> ECONOMICS	Students will be able to: • know that a market exists whenever buyers & sellers exchange goods and services.	• Have each student draw and label a picture of something they would like to sell at a market. Display these around the room. Then give each child the opportunity to "buy" one of the featured items.	• TM p. 231-237 • Songs & Music CD "Explore With Me" • www.sfsocialstudies.com • Drawing paper	• Wkbk p. 60 • Teacher observation	6.5-B1
ECONOMICS	• identify the role of markets in the exchange of goods and services.	• Have partners discuss a market they have visited. Ask them to tell what goods were available, and what services were provided.	• TM p. 238-241 • Teacher observation	• Wkbk p. 62, 63 • Teacher observation	6.5-B1
U.S. HISTORY	• recognize change and continuity in their own lives.	• Have the students think of something that they use at home. They can predict how it might change in the future. Students can draw a picture and write about it.	• TM p. 242-243 • Experience paper	• Wkbk p. 64 • Completed drawings & sentences	6.4-A1
U.S. HISTORY	• tell about their family heritage with stories, songs and drawings.	• Have the students talk to their parents and grandparents to see if they can share any stories of their family heritage.	• TM p. 244-245	• Teacher observation	6.4-A4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>MAY</u></p> <p>CIVICS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> compare housing, clothes & foods from different parts of the world. 	<ul style="list-style-type: none"> Ask the students to interview family members concerning their native housing, clothes & food. Maybe some food samples could be sent in for the class to try. 	<ul style="list-style-type: none"> TM p. 258-261 www.sfsocialstudies.com 	<ul style="list-style-type: none"> Wkbk p. 68 	<p>6.2-E2</p>
<p><u>JUNE</u></p> <p>WORLD HISTORY</p>	<ul style="list-style-type: none"> identify people who exhibit a love of individualism, such as Laurence Yep. 	<ul style="list-style-type: none"> Use a Venn diagram to show how Laurence Yep and Joseph Burchac TM p. 244 are alike and different. 	<ul style="list-style-type: none"> TM p. 262-263 www.sfsocialstudies.com Venn diagram 	<ul style="list-style-type: none"> Teacher observation 	<p>6.3-B1</p>
<p>WORLD HISTORY</p>	<ul style="list-style-type: none"> show what people around the world say when they leave. 	<ul style="list-style-type: none"> Make of chart with the country's name and how to say good-bye in their native language. Add Mexico (Spanish) Adíos and any others the children know. 	<ul style="list-style-type: none"> TM p. 264-265 www.sfsocialstudies.com Chart paper 	<ul style="list-style-type: none"> Completed chart Wkbk p. 69, 70 	<p>6.3-A1</p>
<p>U.S. HISTORY</p>	<ul style="list-style-type: none"> relate why important national buildings, statues, and monuments are associated with our national history. 	<ul style="list-style-type: none"> Have the students draw a new symbol for our country and tell what the symbol stands for. Have the students brainstorm a list of places they have seen the flag flying. Students can draw a picture of a place where they have seen the flag flying and label their picture. 	<ul style="list-style-type: none"> TM p. 208-211 Drawing paper Chalkboard 	<ul style="list-style-type: none"> Wkbk p. 55 Completed drawings 	<p>6.4-B4</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
SOCIAL STUDIES CURRICULUM
GRADE 1**

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<p style="text-align: center;"><u>JUNE</u></p> <p>U.S. History</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify anthems and mottoes of the United States. 	<ul style="list-style-type: none"> • Have the students stand and salute the flag as they sing the Star Spangled Banner. • Students can tell where they have heard the National Anthem. • Tell the students that the official motto of the United States is "In God We Trust". Distribute coins to the students and see if they can find the motto on them. 	<ul style="list-style-type: none"> • TM p. 224-225 • Songs and Music CD "The Star Spangled Banner" • Coins 		<p>6.4-B3</p>