



Stafford Township School District

Social Studies Curriculum Grade K

2020 New Jersey Student Learning Standards – Social Studies

<https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-by-Standard.pdf>

Original Adoption: September 12, 2022

Philosophy

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

New Jersey Statutes

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Laura Wooten Law: N.J.S.A. 18A:35-41 Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Structure and Coding of the NJSLs-SS

• **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

• **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

• **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<p>Civics, Government and Human Rights (Civics)</p> <ul style="list-style-type: none"> ● Civic and Political Institutions (PI) ● Participation and Deliberation (PD) ● Democratic Principles (DP) ● Processes, Rules and Laws (PR) ● Human and Civil Rights (HR) ● Civic Mindedness (CM) 	<p>Geography, People, and the Environment (Geo)</p> <ul style="list-style-type: none"> ● Spatial Views of the World (SV) ● Human Population Patterns (PP) ● Human Environment Interactions (HE) ● Global Interconnections (GI)
<p>Economics, Innovation and Technology (Econ)</p> <ul style="list-style-type: none"> ● Economic Ways of Thinking (ET) ● Exchanges and Markets (EM) ● National Economy (NE) ● Global Economy (GE) 	<p>History, Culture and Perspectives (History)</p> <ul style="list-style-type: none"> ● Continuity and Change (CC) ● Understanding Perspectives (UP) ● Historical Sourcing and Evidence (SE) ● Claims and Argumentation (CA)

Unit 1: Civics, Government, and Human Rights

Duration: 45 Days (September – November)

Diversity and Inclusion Law

Standards

Civics, Government, and Human Rights: Civics and Political Institutions

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function.

Civics, Government, and Human Rights: Participation and Deliberation

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Civics, Government, and Human Rights: Democratic Principles

- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Civics, Government, and Human Rights: Processes and Rules

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.

- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Civics, Government, and Human Rights: Civic Mindedness

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

**Interdisciplinary Connections
Language Arts Standards**

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RF.K.10. Actively engage in group reading activities with purpose and understanding.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Visual and Performing Arts Standards

1.3.2. C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

Computer Science and Design Thinking Standards

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)

Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

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9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills Practices

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g.8.1.2.NI.4).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the culture of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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- 9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2MD.D,10).
- 9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g.1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work.
- 9.1.2.CR.1:** Recognize ways to volunteer in the classrooms, school and community.
- 9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FP.2:** Differentiate between financial wants and needs.
- 9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2:** Explain why an individual would choose to save money.
- 9.1.2.RM.1:** Describe how valuable items might be damages or lost and ways to protect them.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Local community and government leaders have roles and responsibilities to provide services for their community members. ● Rules for all to live by are a result of the actions of government, organizations, and individuals. ● The actions of individuals and government affect decisions made for the common good. ● When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard. ● The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices). ● Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. ● Processes and rules should be fair, consistent, and respectful of the human rights of all people. ● Certain character traits can help individuals become productive members of their community. 	<ul style="list-style-type: none"> ● What is a community? ● What are neighbors? ● What are the democratic principles this country was founded on? ● What different kinds of communities are there? ● What are laws (rules)? ● What is a good citizen? ● What are community helpers? ● What are the roles of community leaders? ● What is a family/what is a family tree? ● What are ancestors? ● Why is it important to be accepting of others who are different from you? ● How can people become productive members of a community?
Evidence of Student Learning	

Projects	Other Assessments
<ul style="list-style-type: none"> ● Create family tree. ● Create maps of home, schools and community. ● Write thank you letter to a community helper. ● Create of T chart. ● Participate in Project Team to address class/school concerns. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Classroom Discussion ● Anecdotal Notes ● Exit Slips ● Checklists ● Cooperative Learning Groups ● Open Ended Questions ● Vocabulary ● Rubrics ● Participation and teacher observation <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Pre-test, post-test, and daily work ● Chapter tests ● District benchmarks or interim assessments ● End of unit tests ● Report Card grades ● Presentations or Projects ● Portfolios <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments

Vocabulary	
Election, citizen, community, tradition, neighbors, vote, flag, family, globe, job, map, town, problems, rules/laws, prejudice, & acceptance	
Knowledge and Skills	
Content	Skills
<p><i>Students will....</i></p> <ul style="list-style-type: none"> ● Learn that people live in communities. ● Recognize that community members work together for the common good. ● Recognize the characteristics of cities, suburbs, and rural areas. ● Identify the significance of community landmarks. ● Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different. ● Identify the principles our country was founded on. ● Identify the qualities of good citizenship and recognize ways to show good citizenship. ● Recognize the way rules and laws help communities. ● Recognize the importance of acceptance of others. ● Learn to stand up to prejudice. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify where they live using a world address. ● Discuss why communities exist. ● Identify the characteristics of different communities, including specific landmarks. ● Discuss America's founding principles. ● Apply the qualities of good citizenship by following rules and laws. ● List ways rules and laws help people. ● Discuss acceptance in communities. ● List ways to stop bullying and prejudice.
Instructional Plan	
Suggested Activities	Resources
Students will view (Google maps) maps of school, home and community.	Computer
Students will write about their family or a family ancestor.	Interactive Whiteboard
Students will create a community and family word wall for the classroom.	Print Materials
Students will experience a fire truck/firefighter visit.	Schoolwide Appendix Pages
Students will write thank you letters to a community helper.	Literature
Students will act out and discuss the roles of community helpers. Students will use movement, vocal choices, setting, and props to complete a short performance about how community helpers are important in our lives and our community.	List of community helpers to inspire students
Students will create a T chart.	T chart page
Students participate in Project Team.	"Team" Tickets

Literature

Franklin's Neighborhood by Paulette Bourgoise
The Berenstain Bears: New Neighbors by Stan and Jan Berenstain
Uptown by Bryan Collier
Next Stop Grand Central by Maira Kalman
Town and Country by Alice Provensen and Martin Provensen
Madlenka by Peter Sis
Mei-Mei Loves The Morning by Margaret Tsubakiyama
Grandpa's Corner Store by Dyanne Disalvo-Ryan
Yard Sale! by Mitra Modarressi
Fancy Nancy: My Family History by Jane O'Connor
Helpers in My Community by Bobbie Kalman
A House is a House for Me by Mary Ann Hoberman
Me and My Family Tree by Joan Sweeney
Me on the Map by Joan Sweeney
Whose Hat Is That? By Sharon Katz Cooper
The Little Dreamer by Joan Holub
African American History by Jabari Asim
Little Heroes: Courageous People Who Changed the World by Heidi Poelman and Kyle Kershner
The Skin You Live In by Michael Tyler
It's Okay To Be Different by Todd Parr

Websites

http://scholastic.com	http://www.pacificislandtravel.com/nature_gallery/howtoreadmap.htm
http://primarygames.com	http://www.pbskids.org
http://goodnightstories.com/	http://www.planning.org/kidsandcommunity/
http://bensguide.gpo.gov/k-2/government/index.html	http://lessonplanet.com
http://www.cdm.org	http://socialstudiesforkids.com
http://brainpop.com	http://apples4theteacher.com
http://www.state.nj.us/education/holocauste/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf	http://www.youtube.com/watch?v=EhZI8PTAYCo
Diversity and Inclusion Law: So Many Colors, So Many Shapes video We're All Amazing video	

Accommodations & Modifications

English Language Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Gifted and Talented

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Basic Skills

- Allow extra time to complete assignments or tests
- Work in a small group

Economically Disadvantaged

- Provide extra supplies.
- Send home study guide as extension.
- Send home “Homework Survival Kit”.

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

Students with 504 plan

- Allow extra time to complete assignments or tests
- Work in a small group

- Allow answers to be given orally or dictated
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Students at Risk of Failure:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding

Unit 2: Geography, People, and the Environment <i>Diversity and Inclusion Law</i>	Duration: 45 Days (December – February)
Standards	
<p>Geography, People, and the Environment: Human Population Patterns</p> <ul style="list-style-type: none"> ● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). <p>Geography, People, and the Environment: Spatial Views of the World</p> <ul style="list-style-type: none"> ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). ● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). ● 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought). <p>Geography, People, and the Environment: Human Environment Interaction</p> <ul style="list-style-type: none"> ● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. ● 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). ● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. ● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. <p>Geography, People, and the Environment: Global Interconnections</p> <ul style="list-style-type: none"> ● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. ● 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. ● 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions 	

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9.1.2.RM.1: Describe how valuable items might be damages or lost and ways to protect them.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Physical and human characteristics affect where people live (settle). ● Geography tells about the Earth, people, plants, and animals that live on Earth. ● A map is a symbolic representation of selected characteristics of a place. ● Our country is made up of various landforms and bodies of water. 	<ul style="list-style-type: none"> ● What is geography? ● What are important characteristics of our country and world? ● What different landforms make up our country? ● What are the four seasons and how do they affect our lives? ● What is a natural resource and how do we use them?

<ul style="list-style-type: none"> ● Global interconnections occur between human and physical systems across different regions of the world. ● Geographic data can be used to identify cultural and environmental characteristics of places. ● Summer, fall, winter, and spring affect our daily lives by making us adapt to changes. ● A natural resource is something that is in nature that is ready for people for use. ● People live all around the world. ● We can protect the earth by making minimal changes and practicing recycling. 	<ul style="list-style-type: none"> ● How can we protect the Earth? ● What is acceptance of others? ● What environmental characteristics influence where people live? ● What is a map?
Evidence of Student Learning	
Projects	Other Assessments
<ul style="list-style-type: none"> ● International Day celebration ● Make groundhog day prediction (seasons) ● Make map of school or of our community ● Keep a chart of temperatures to see the effect it has on our environment. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Classroom Discussion ● Anecdotal Notes ● Exit Slips ● Checklists ● Cooperative Learning Groups ● Open Ended Questions ● Vocabulary ● Rubrics ● Participation and teacher observation <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Pre-test, post-test, and daily work ● Chapter tests ● District benchmarks or interim assessments ● End of unit tests ● Presentations or Projects ● Portfolios ● Report Card grades <p>Benchmark Assessment</p>

	<ul style="list-style-type: none"> ● Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
Vocabulary	
Oceans, Continents, Natural Resources, Seasons, Weather, Geography, Map, Earth, New Jersey, North America, Globe, United States of America, Washington, D.C., Prejudice, & Acceptance	
Knowledge and Skills	
Content	Skills
<p><i>Students will....</i></p> <ul style="list-style-type: none"> ● Explain what geography is. ● Explain how people live in different regions of our country, state, or world. ● Identify the United States on a map or globe. ● Identify the oceans and continents on a map or globe. Identify major landforms and bodies of water on maps or globes. ● Recognize the difference between weather and seasons. ● Find out how weather patterns affect people’s activities where they live. ● Explain what natural resources are. ● Explain how people depend on natural resources to satisfy their basic needs. ● Learn how the Earth has been changed by people and identify ways in which people have changed her. 	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● Utilize a map and a globe to identify the United States. ● Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water. ● Distinguish between weather and seasons vocabulary words. ● Discuss how weather influences personal activity where you live. ● Describe natural resources and how people are dependent on them to satisfy basic needs. ● Explain how the Earth has been changed by people.

<ul style="list-style-type: none"> ● Identify ways of protecting Earth. ● Recognize ways people can conserve and replenish natural resources. ● Recognize ways we can show acceptance of others. 	<ul style="list-style-type: none"> ● Illustrate how people can protect the Earth and conserve and replenish her resources. ● Demonstrate tolerance and acceptance of others. ● Discuss how people can live in different regions of our state, country, or world.
Instructional Plan	
Suggested Activities	Resources
Students will learn about another country.	Interactive Whiteboard
Students will view Groundhog Day ceremony on computer.	Print Materials
Students will create a world or national map	Literature
Students will participate in Holidays Around the World activities.	Computer
Students will learn about the different homes for people and animals around the world.	Read aloud Books, Smartboard
Literature	
<p><i>The Earth and I</i> by Frank Asch <i>Our Earth</i> by Anne Rockwell <i>Earthdance</i> by Joanne Ryder <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer <i>Letter to the Lake</i> by Susan Swanson <i>Our Big Home: An Earth Poem</i> by Linda Glaser <i>River Friendly, River Wild</i> by Jane Kurt <i>The Little Dreamer</i> by Joan Holub <i>African American History</i> by Jabari Asim <i>Little Heroes: Courageous People Who Changed the World</i> by Heidi Poelman and Kyle Kershner <i>The Skin You Live In</i> by Michael Tyler <i>It's Okay To Be Different</i> by Todd Parr</p>	
Websites	
http://scholastic.com	http://www.urbanext.uiuc.edu/world/nres.html
http://fermi.jhuapl.edu/states/states.html	http://congressforkids.net
http://www.50states.com/	http://primarygames.com
http://brainpop.com	http://apples4theteacher.com

http://socialstudiesforkids.com	http://lessonplanet.com
http://brainpopjr.com	hppt://www.state.nj.us/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4%20curriculum_guide.pdf
Diversity and Inclusion Law: So Many Colors, So Many Shapes video We're All Amazing video The World's Family video	
Accommodations & Modifications	
English Language Learners	
<ul style="list-style-type: none"> ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce key vocabulary before lesson ● Provide peer tutoring ● Use a strong student as a “buddy” (does not necessarily have to speak the primary language) 	
Gifted and Talented	
<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities 	
Basic Skills	
<ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Work in a small group ● Allow answers to be given orally or dictated ● Use large print books, Braille, or books on CD (digital text) ● Follow any interventions in I&RS plans ● Follow all IEP modifications/504 plan 	
Economically Disadvantaged	
<ul style="list-style-type: none"> ● Provide extra supplies. ● Send home study guide as extension. ● Send home “Homework Survival Kit” 	

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

Students with 504 plan

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Students at Risk of Failure:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding

Unit 3: Economics, Innovation, and Technology	Duration: 20 Days (March)
Standards	
Economics, Innovation, and Technology: Economic Ways of Thinking	
<ul style="list-style-type: none"> ● 6.1.2.EconET.1: Explain the difference between needs and wants. ● 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. ● 6.1.2.EconET.3: Describe how supply and demand influence price and output of products ● 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. ● 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community. 	
Economics, Innovation, and Technology: Exchange and Markets	
<ul style="list-style-type: none"> ● 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. ● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. ● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). 	
Economics, Innovation, and Technology: National Economy	
<ul style="list-style-type: none"> ● 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions ● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. 	
Economics, Innovation, and Technology: Global Economy	
<ul style="list-style-type: none"> ● 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. ● 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries. 	
Interdisciplinary Connections Language Arts Standards	
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	
RF.K.1. Demonstrate understanding of the organization and basic features of print.	

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Computer Science and Design Thinking Standards

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)

Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills Practices

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g.8.1.2.NI.4).

- 9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the culture of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2MD.D,10).
- 9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g.1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work.
- 9.1.2.CR.1:** Recognize ways to volunteer in the classrooms, school and community.
- 9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FP.2:** Differentiate between financial wants and needs.
- 9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2:** Explain why an individual would choose to save money.
- 9.1.2.RM.1:** Describe how valuable items might be damages or lost and ways to protect them.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Individuals make decisions based on their needs, wants, and the availability of resources. ● Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). ● Limited resources influence choices. ● Volunteers do important jobs without getting paid. ● There are benefits to trading goods and services with other countries. ● Governments play an economic role in the lives of individuals and communities. ● Goods and services are produced and exchanged in multiple ways. ● Needs are things people must have in order to live, like shelter. ● The availability of resources influences current and future economic conditions. ● Wants are things that people would like to have but do not need in order to live. 	<ul style="list-style-type: none"> ● Why do people work? ● What is a volunteer? ● What are needs and wants? ● What are goods and services? ● What is a factory? ● What is trade? ● What is technology? ● What affects our economy? ● What is transportation?

<ul style="list-style-type: none"> ● Goods are things that are made or grown. ● A service is something that people do for others. ● A factory is a building where things are made. ● Trade is when we give something and then get something back. ● Transportation is the way that people or things move from one place to another. ● Technology is an advance that makes things faster, easier, or better. 	
Evidence of Student Learning	
Projects	Other Assessments
<ul style="list-style-type: none"> ● Create classroom reward system/economy ● Create posters to raise awareness for charity. (Popcorn Park Zoo) ● Use materials to create something new/be an innovator. (Makerspace) ● Create a poster showing different modes of transportation. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Classroom Discussion ● Anecdotal Notes ● Exit Slips ● Checklists ● Participation and teacher observation ● Cooperative Learning Groups ● Open Ended Questions ● Vocabulary ● Rubrics <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Presentations or Projects ● Portfolios ● Pre-test, post-test, and daily work ● Chapter tests ● District benchmarks or interim assessments ● End of unit tests ● Report Card grades ● Quizzes <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Social Studies Notebook Check with Scoring Rubric

	<p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
Vocabulary	
Economy, Factory, Work, Services, Goods, Technology, Volunteer, Want, Money, Need, Problems, Trade, Transportation, & Solutions	
Knowledge and Skills	
Content	Skills
<p><i>Students will....</i></p> <ul style="list-style-type: none"> ● Understand that people work to earn money and help others. ● Explain the choices people make about earning money. ● Identify needs and wants. ● Explain the choices people make about spending and saving. ● Distinguish between goods and services. ● Define trade. ● Identify ways in which science and technology have affected communication, transportation, and recreation. ● Define a volunteer. ● Understand what a factory is. ● Explain different modes of transportation. ● Understand that governments affect trade between different countries. ● Explain how resources affect our economy. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Explain why people work. ● List examples of needs and wants and discuss choices people make when earning, saving, and spending money. ● Define goods and services. ● Participate in the trade process. ● Explain how communication, transportation, and recreation have been affected by science and technology. ● Explain why people volunteer. ● Explain what a factory is. ● Explain how people and things go from one place to another using transportation. ● List examples of things that can be traded.

Instructional Plan	
Suggested Activities	Resources
Students will sort needs/wants pictures.	Interactive whiteboard
Students will watch Mr. Rogers' video on visiting a crayon factory.	Computer
Classroom store where students can earn money and spend it on wants and/or needs.	Literature
Students will be writing about what job they would like to do when they grow up.	Print Materials
Literature	
<i>The Night Worker</i> by Kate Banks <i>E-Mail</i> by Larry Dane Briner <i>Market Day</i> by Lois Alert <i>A Busy Day at Mr. Kang's Grocery Store</i> by Alice K. Flanagan <i>Madlenka</i> by Peter Sis <i>Joseph Had A Little Overcoat</i> by Simms Tabaco <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin <i>Trashy Town</i> by Andrea Zimmerman <i>This is the Way We Go To School</i> by Edith Baer	
Websites	

http://scholastic.com	http://www.state.gov/r/pa/ei/bgn/4142.htm
http://www.songsforteaching.com/folk/mycountrytisofthee.php	http://usflag.org/
http://worldatlas.com/aatlas/infopage/comprose.htm	http://ipledgeallegiance.com/
http://www.m-w.com/maps/mwmapssn.html	http://bensguide.gpo.gov/k-2/symbols/index.html
http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html	http://congressforkids.net
http://brainpop.com	http://apples4theteacher.com
http://socialstudiesforkids.com	http://lessonplanet.com

Accommodations & Modifications

English Language Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Gifted and Talented

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Basic Skills

- Allow extra time to complete assignments or tests
- Work in a small group

Economically Disadvantaged

- Provide extra supplies.
- Send home study guides as extensions.
- Send home “Homework Survival Kit”.

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

Students with 504 plan

- Allow extra time to complete assignments or tests
- Work in a small group

- Allow answers to be given orally or dictated
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Students at Risk of Failure:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding

Unit 4: History, Culture, and Perspectives <i>Holocaust Law</i> <i>Amistad Law</i> <i>Diversity and Inclusion Law</i>	Duration: 35 Days (April-June)
Standards	
<p>History, Culture, and Perspectives: Continuity and Change</p> <ul style="list-style-type: none"> ● 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. ● 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. ● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. <p>History, Culture, and Perspectives: Understanding Perspectives</p> <ul style="list-style-type: none"> ● 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. ● 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. ● 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. <p>History, Culture, and Perspectives: Historical Sourcing and Evidence</p> <ul style="list-style-type: none"> ● 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. ● 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays) ● 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). <p>History, Culture, and Perspectives: Claims and Argumentation</p> <ul style="list-style-type: none"> ● 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). <p style="text-align: center;">Interdisciplinary Connections Language Arts Standards</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Computer Science and Design Thinking Standards

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)

Career Readiness, Life Literacies, and Key Skills

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<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills Practices

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g.8.1.2.NI.4).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the culture of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2MD.D,10).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.1.2.CR.1: Recognize ways to volunteer in the classrooms, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.RM.1: Describe how valuable items might be damages or lost and ways to protect them.

Essential Understandings

Students will understand that...

- Historical timelines put events in chronological order to help people understand the past.
- Understanding the past helps to make sense of the present.
- Two or more individuals can have a different understanding of the same event.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- The nature of history involves stories of the past preserved in a variety of sources.
- Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

Essential Questions

- Why is it important to be accepting of others who are different from you or think differently than you?
- How can children stand up against prejudice and bullying?
- What is a timeline?
- Why do stories of the past help preserve history?
- Why do historians use different evidence to explain the past?
- Why is it important to learn about our history?

<ul style="list-style-type: none"> ● Historians create arguments outlining ideas or explanations based on evidence. ● A good citizen makes his or her country and community a better place. ● A good citizen follows the rules. ● A good citizen demonstrates acceptance of others. ● A good citizen stands up against prejudice and bullying. ● Native Americans were the first people to live in America. This includes Lenni Lenape of New Jersey. ● A tradition is a special way of doing something that is passed down. ● An explorer is a person who travels to learn about a new place. ● An immigrant is a person who leaves a country to live in another. ● Pioneers leave their homes to inhabit a land they do not know. 	<ul style="list-style-type: none"> ● What is being a good citizen? ● How do different cultures affect decisions made in a community? ● What is a Native American? ● What is a pioneer? ● What is an immigrant? ● What is an explorer? ● What are traditions?
Evidence of Student Learning	
Projects	Other Assessments
<ul style="list-style-type: none"> ● Ongoing character awards and ceremonies. ● Make a list of good friend qualities. ● Make a class book about nice friends. ● Write or draw about a special person (ancestor) in your family. ● Collect items to donate to needy families in our community. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Classroom Discussion ● Anecdotal Notes ● Exit Slips ● Checklists ● Cooperative Learning Groups ● Open Ended Questions ● Vocabulary ● Rubrics ● Participation and teacher observation <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Pre-test, post-test, and daily work ● Chapter tests ● District benchmarks or interim assessments ● End of unit tests ● Report Card grades ● Presentations or Projects

	<ul style="list-style-type: none"> ● Portfolios <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Social Studies Notebook Check with ● Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
Vocabulary	
Timeline, History, Culture, Evidence, Immigrant, Explorer, Pioneer, Native American, Traditions, Prejudice, Acceptance, Tolerance, & Folk Heroes	
Knowledge and Skills	
Content	Skills
<p><i>Students will....</i></p> <ul style="list-style-type: none"> ● Identify Native Americans as the first people to live in America. ● Learn about early explorers, immigrants, and pioneers in history. ● Identify historical figures in history. ● Analyze themes in literature, including acceptance, friendship, and open-mindedness. ● Write and illustrate key themes of literature as they apply to their own lives. ● Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Recognize that timelines are in chronological order. ● Discuss how the community makes decisions. ● List historical figures who exemplify characteristics of good citizenship. ● Discuss Native Americans. ● Listen to and discuss patriotic songs. ● Define acceptance of others. ● Discuss bullying and prejudice.

<ul style="list-style-type: none"> ● Demonstrate understanding and skills through material such as songs. ● Analyze themes in literature, including acceptance, friendship, and open-mindedness. ● Write and illustrate key themes of literature as they apply to their own lives. ● Understand that a timeline is in chronological order. ● Understanding the past helps to make sense of the present. ● Explain how two or more individuals can have a different understanding of the same event. ● Recognize that by respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. ● Understand that the nature of history involves stories of the past preserved in a variety of sources. 	<ul style="list-style-type: none"> ● Share information with others regarding immigrants, pioneers, and explorers. ● Discuss important qualities of a good citizen. ● Use multiple pieces of literature, photos, songs, etc. to discuss historical people and/or events. ● Discuss one's own viewpoint with others by being respectful and understanding the views of others. This helps one learn about various perspectives, thoughts, and cultures.
Instructional Plan	
Suggested Activities	Resources
Students will earn "tickets" through Project Team for good citizenship behaviors.	Interactive whiteboard
Students will be writing about historical people.	Computer
Students will role play ways of preventing bullying and prejudice.	Literature
Students will be writing about how to be a good friend.	Print Materials
Students will participate in cooperative group activities for the 100th Day of school.	Journals
Literature	
<p><i>Where Did Your Family Come From? A Book About Immigrants</i> by Melvin and Gilda Berger <i>Frank's Great Museum Adventure</i> by Rod Clement <i>Museums</i> by Jason Cooper <i>Covered Wagons, Bumpy Trails</i> by Verla Kay <i>Grandmother's Dreamcatcher</i> by Becky Ray McCain <i>Who Came Down That Road?</i> By George Ella Lyon <i>How Chipmunk Got His Stripes: A Tale of Bragging and Teasing</i> by Joseph Bruchac and James Bruchac</p>	

<p><i>Red Flower Goes West</i> by Ann Turner <i>What Can A Citizen Do?</i> By Dave Eggers <i>I Am A Good Citizen</i> by Melissa Higgins <i>What Is Citizenship?</i> By Jennifer Boothroyd <i>The Little Dreamer</i> by Joan Holub <i>African American History</i> by Jabari Asim <i>Little Heroes: Courageous People Who Changed the World</i> by Heidi Poelman and Kyle Kershner <i>The Skin You Live In</i> by Michael Tyler <i>It's Okay To Be Different</i> by Todd Parr</p>	
Websites	
http://socialstudiesforkids.com	http://scholastic.com
http://www.bbc.co.uk/history/discovery/exploration	
http://www.terrafly.com	http://congressforkids.net
http://brainpop.com	http://brainpopjr.com
http://discoveryeducation.com	http://www.state.nj.us/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf
Holocaust Remembrance Day: https://docs.google.com/presentation/d/1fEqQEvO6T_V2zYAlqMKVlyJvY_4Glw_F0qojxlclS78/edit#slide=id.p	Amistad Law: Black History Videos for Kids - Notable Black Figures
Diversity and Inclusion Law: So Many Colors, So Many Shapes video We're All Amazing video The World's Family video	
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> • Work toward longer passages as skills in English increase • Use visuals • Introduce key vocabulary before lesson • Provide peer tutoring • Use a strong student as a "buddy" (does not necessarily have to speak the primary language) 	
Gifted and Talented <ul style="list-style-type: none"> • Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) 	

<ul style="list-style-type: none"> ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Work in a small group ● Allow answers to be given orally or dictated ● Use large print books, Braille, or books on CD (digital text) ● Follow any interventions in I&RS plans ● Follow all IEP modifications/504 plan
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Provide extra supplies ● Send home study guide as extension. ● Send home "Homework Survival Kit".
<p>Students with IEPs</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Work in a small group ● Allow answers to be given orally or dictated ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies
<p>Students with 504 plan</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Work in a small group ● Allow answers to be given orally or dictated ● Provide differentiated instruction as needed ● Follow all 504 plan modifications ● Provide manipulatives or the opportunity to draw solution strategies
<p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Preferential Seating ● Implement pre-reading strategies such as picture walks or topic discussions ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension

- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding

Unit 5: Holidays	Duration: 35 days/Ongoing All Year
Standards	
Civics, Government, and Human Rights: Civics and Political Institutions	
<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. ● 6.1.2.CivicsPI.6: Explain what government is and its function. 	
Civics, Government, and Human Rights: Democratic Principles	
<ul style="list-style-type: none"> ● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 	
Civics, Government, and Human Rights: Processes and Rules	
<ul style="list-style-type: none"> ● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. 	
Civics, Government, and Human Rights: Civic Mindedness	
<ul style="list-style-type: none"> ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 	
Geography, People, and the Environment: Spatial Views of the World	
<ul style="list-style-type: none"> ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 	
Geography, People, and the Environment: Human Environment Interaction	
<ul style="list-style-type: none"> ● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 	
History, Culture, and Perspectives: Continuity and Change	
<ul style="list-style-type: none"> ● 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. ● 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history ● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 	
History, Culture, and Perspectives: Understanding Perspectives	
<ul style="list-style-type: none"> ● 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. 	

History, Culture, and Perspectives: Historical Sourcing and Evidence

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

**Interdisciplinary Connections
Language Arts Standards**

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RL.K.10 Actively engage in reading activities with purpose and understanding.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Computer Science and Design Thinking Standards

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)

Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills Practices

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g.8.1.2.NI.4).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the culture of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2MD.D,10).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.1.2.CR.1: Recognize ways to volunteer in the classrooms, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.RM.1: Describe how valuable items might be damages or lost and ways to protect them.

Essential Understandings

Essential Questions

Students will understand that...

- Labor Day is when we show respect for our country's working people.
- Patriot's Day is when we show pride for our country and remembrance for September 11th.
- Constitution Day is when we celebrate the writing of the Constitution of the United States.
- Columbus Day is when we celebrate Christopher Columbus discovering the new world.
- Halloween is a fall holiday. We need to be safe while celebrating this holiday.
- Veterans' Day is when we celebrate the people who have fought in our country's armed services.
- Election Day is when we discuss the importance of voting in elections.
- Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.
- Hanukkah is a winter holiday celebrated for 8 nights.
- Christmas is a winter holiday in which people give and receive gifts.
- Kwanzaa is a winter holiday celebrating African heritage.
- New Year's is when we celebrate the promise of a new year.
- Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.
- Chinese New Year is a winter holiday celebrated in China.
- Valentine's Day is a holiday celebrating love and friendship.
- Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.
- St. Patrick's Day is an Irish holiday celebrated in March.
- Easter is a spring holiday celebrated in March or April.
- Passover is a spring holiday celebrated in March or April.
- Earth Day is when we discuss ways to protect the earth.
- Arbor Day is when we discuss protecting trees.
- Cinco de Mayo is a spring holiday celebrating independence.
- Mother's Day is when we show appreciation for mothers.
- Father's Day is when we show appreciation for fathers.

- What is Labor Day?
- What is Patriot's Day?
- What is Constitution Day?
- What is Columbus Day?
- What is Halloween?
- What is Veterans' Day?
- What is Election Day?
- What is Thanksgiving?
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- What is New Year's?
- What is Dr. Martin Luther King Jr. Day?
- What is Chinese New Year?
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- What is Presidents' Day?
- What is St. Patrick's Day?
- What is Easter?
- What is Passover?
- What is Earth Day?
- What is Arbor Day?
- What is Cinco de Mayo?
- What is Mother's Day?
- What is Memorial Day?
- What is Father's Day?
- What is Independence Day?
- Why is it important to be accepting of others who are different from you?
- How can children stand up against prejudiced and bullying?

<ul style="list-style-type: none"> ● Memorial Day is when we show respect for the soldiers who died for our country. ● Independence Day is when we celebrate our country's birthday. ● Holidays are celebrated around the world and include cultural traditions. 	
Evidence of Student Learning	
Projects	Other Assessments
<ul style="list-style-type: none"> ● Compare and contrast winter holidays ● Create All About Me book throughout the year ● Holiday parties/celebrations ● Holiday story night 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Classroom Discussion ● Anecdotal Notes ● Exit Slips ● Checklists ● Cooperative Learning Groups ● Open Ended Questions ● Vocabulary ● Rubrics ● Participation and teacher observation <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Pre-test, post-test, and daily work ● District benchmarks or interim assessments ● End of unit tests ● Student Report Card grades ● Presentations or Projects ● Portfolios <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations

	<ul style="list-style-type: none"> ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
Vocabulary	
Martin Luther King, Jr., Abraham Lincoln, Pilgrims, Squanto, George Washington, Columbus Day , Election Day, Flag Day, Independence Day, Labor Day, Memorial Day, President's Day, Thanksgiving, & Veterans' Day	
Knowledge and Skills	
Content	Skills
<i>Students will....</i> <ul style="list-style-type: none"> ● Explain how selected celebrations reflect an American love of individualism and freedom. ● Discuss how holidays reflect our local and national heritage. ● Explain the importance of standing up against prejudice and bullying. ● Accept differences in others' cultural traditions. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> ● Identify major holidays and relate how different people celebrate them. ● Explain why certain holidays are related to history. ● Analyze themes in literature, including acceptance, friendship, and open-mindedness. ● Identify ways to stand up against prejudice and bullying.
Instructional Plan	
Suggested Activities	Resources
Students will create class constitution with guidelines on how to have a successful school year.	Interactive Whiteboard
Students will write and share a list of things they are thankful for.	Literature
Students will participate in a Halloween parade.	Computer
Students will write a resolution for the new year.	Print Materials
Students will create an All About Me book throughout the year.	Print Materials
Literature	

Labor Day by Carmen Bredeson
Thanksgiving is for Giving Thanks by Margaret Sutherland and Sonja Lamut
What is Thanksgiving? by Michelle Medlock Adams
In November by Cynthia Rylant
The Ninth Night of Hanukkah by Erica Perl
A Picture Book of Martin Luther King, Jr. by David A. Adler
Martin Luther King, Jr. by Pam Parker
Celebrating Presidents' Day by Kimberly Jordano
Presidents' Day by David F. Marx
Memorial Day by Jacqueline S. Cotton
Memorial Day Surprise by Theresa Golding
Independence Day by Trudy Stain Trueit
The Fourth of July Story by Ashley Dagliess

Websites

http://scholastic.com	http://lessonplanet.com
http://socialstudiesforkids.com	http://apples4theteacher.com
http://brainpop.com	http://congresskids.net
http://primarygames.com	http://state.nj.us/education/holocauste/downloads/curriculum/caring makes a difference K-4 %20curriculum guide.pdf

Accommodations & Modifications

English Language Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Gifted and Talented

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Basic Skills

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Economically Disadvantaged

- Provide extra supplies.
- Send home study guide as extension.
- Send home "Homework Survival Kit".

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Students with 504 plan

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Students at Risk of Failure:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding