

Social Studies and 21st Century Life and Careers
 Topic: Citizenship

6.1; 6.3; 9.1
 2014

Standard: 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.

6.3 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.

9.1 21st Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Strand: Civics, Government, and Human Rights
 Critical Thinking & Problem Solving **By the End of Grade K:**

Essential Questions	Enduring Understandings	Activities and Student Experiences
What is a citizen? What is citizenship? How can one be a “good” citizen? Why does a classroom need rules? Why should people be treated fairly?	Showing respect, responsibility and fairness demonstrates good citizenship. George Washington & Abraham Lincoln are American presidents due to their contributions to the United States. These men demonstrate qualities of good citizenship.	Experiencing shared readings of various picture books focused around the nature of rules in various places (family, classroom, community), personal responsibilities and sharing and cooperating. Role playing situations where simple rules are followed and/or not followed. Examples (sharing, taking turns, showing honesty and kindness) Creating a good citizen pledge-- Students draw pictures of themselves following rules and showing good citizenship. Classifying pictures into categories: “Good citizenship” vs. “Not Good Citizenship”
Content Statements	Cumulative Progress Indicators	Experiencing shared readings of various picture books depicting the lives of historical individuals (Washington, Lincoln)
Citizenship begins with becoming a contributing member of the classroom community. The ability to recognize a problem and apply critical thinking and problem solving skills to solve the problem is a	6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.	

Social Studies and 21st Century Life and Careers
 Topic: Citizenship

6.1; 6.3; 9.1
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<p>lifelong skill that develops over time. Develop strategies to reach consensus and resolve conflict.</p> <p>Brainstorming activities enhance creative and innovative thinking individual and group goal setting and problem solving.</p> <p>Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</p>	<p>6.1.4.D.17 Explain the role of historical symbols, monuments and holidays and how they affect the American identity.</p> <p>6.3.4.A.1 Evaluate what makes a good rule or law.</p> <p>9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.</p> <p>9.1.4.B.1 Participate in brainstorming sessions to see information, ideas and strategies that foster creative thinking.</p> <p>R1.1.1 Ask and answer questions about key details in text.</p> <p>R1.1.2 Identify the main topic and retell key details of a text</p>	
<p>Desired Results</p>		
<p>Students will understand traits of a good citizen. Students will understand what rules are and why they are important. Students will recognize historical figures who show good citizenship.</p>		
<p>Assessments</p>		<p>Teacher Resources</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Portfolio of work should be kept to show how skills have developed throughout the year.</i></p>		<p>Picture Book Ideas:</p> <p>Officer Buckle and Gloria by Peggy Rathman</p>

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<p><i>Draw and label a picture that illustrates yourself showing good citizenship at home and at school.</i></p>
<p>Equipment Needed Picturebooks, picture cards, journals, crayons, pencils, Smartboard</p>

<p>The Giving Tree by Shel Silverstein A Picture Book of Abraham Lincoln by David Adler A Picture Book of George Washington by David Adler Brainpop.com Discoveryeducation.com Teachervision.com/socialstudies Timeforkids.com District Social Studies Series (if available)</p>

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**Strand: Geography, People and Environment
Economics, Innovation & Technology
Critical Thinking & Problem Solving
Creativity & Innovation**

By the end of Grade K:

Essential Questions	Enduring Understandings	Activities and Student Experiences
<p>How and why are communities important? How do people help in our community? Why do we need community workers? What makes a good school community? How are rules important to a community? What are needs and wants in relation to a community?</p>	<p>A community is a place where people depend on each other and interact with one another in many ways.</p> <p>There are different kinds of communities (school, family, neighborhood)</p> <p>There are many individuals that contribute to a community to help meet the community's needs</p> <p>The members of a school community work together to promote learning</p> <p>Shelter, clothing, food and water are basic needs one needs to survive.</p> <p>Wants are not necessarily needed for survival. Our wants may change depending on where we live and what the</p>	<p>Experiencing shared readings of various picture books focused around different types of communities and the workers in those communities</p> <p>Visiting various places in the Guttenberg community to witness and listen to the roles of the workers (ex: Police Station, Fire House, Post Office, Super Market, School). (Walking FieldTrips)</p> <p>Picking a member of our school community and drawing pictures of what that person does. Attempt to write a sentence about their job. (Teacher provides list) Ex: principal, nurse, custodian, lunch time aide</p> <p>Constructing a model of our community out of art supplies/shoebox/clay</p> <p>Dramatic Play: Dressing up as a community worker</p> <p>Creating a class picture book: "The Community That Had No Rules"</p> <p>Sorting magazine pictures of needs and wants</p> <p>Brainstorming the wants of an adult vs. that of a child. Create a timeline of</p>

Social Studies & 21st Century Life and Careers
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	nature of our community job is.	those wants to show change
Content Statements	Cumulative Progress Indicators	
<p>Citizenship begins with becoming a contributing member of the classroom community.</p> <p>Everyone is a part of a larger neighborhood and community.</p> <p>There are many different cultures within the classroom and community.</p> <p>The ability to recognize a problem and apply critical thinking and problem solving skills to solve the problem is a lifelong skill that develops over time.</p> <p>Develop strategies to reach consensus and resolve conflict.</p> <p>Brainstorming activities enhance creative and innovative thinking individual and group goal setting and problem solving.</p> <p>The nature of the 21st century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</p> <p>People make decisions based on their needs, wants and the availability of resources.</p>	<p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community</p> <p>6.1.P.B.2 Identify, discuss and role-play the duties of a range of community workers.</p> <p>6.1.P.D.3 Express individuality and cultural diversity (e.g. through dramatic play).</p> <p>6.1.P.D.4 Learn about and respect others cultures within the classroom and community</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations.</p> <p>6.3.4.A.1 Evaluate what makes a good rule or law.</p> <p>9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.</p> <p>9.1.4.B.1 Participate in brainstorming sessions to see information, ideas and strategies that foster creative thinking.</p> <p>9.1.4.F.3 Explain the importance of</p>	

Social Studies & 21st Century Life and Careers
 Topic: Communities

6.1; 6.3; 9.1
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	understanding and following rules in family, classroom, and community settings. 9.2.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings	
Desired Results		
Students will identify the importance of communities and community workers. Students will identify some roles of local community helpers. Students will understand needs and wants. Students will identify community rules.		
Assessments		Teacher Resources Picture Book Ideas: Lily's Purple Plastic Purse by Kevin Henkes <u>Who's In A family</u> by Robert Skutch <u>Community Helpers from A-Z</u> by Bobbie Kalman Jobs Around My Neighborhood by Gladys Rosa Mendoza
<i>To show evidence of meeting this standard, students may:</i> <i>Portfolio of work should be kept to show how skills have developed throughout the unit.</i> <i>Draw and label a picture of your favorite community worker. Show 3 responsibilities of this worker in your picture.</i>		
Equipment Needed Picturebooks, picture cards, journals, crayons, pencils, magazines, dramatic play clothing, clay, art supplies,		

shoeboxes

www.discovereducation.com

teachervision.com/socialstudies

timeforkids.com

District Social Studies Series (if available)

Social Studies & 21st Century Life and Careers
 Topic: Concept of Time, Our Country, Holidays

6.1; 9.1
 2014

Standard: 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.

9.1 21st Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Strand:

D. History, Culture and Perspectives
B. Creativity and Innovation

By the end of Grade K:

Essential Questions	Enduring Understandings	Activities and Student Experiences
<p>How can the past influence the present?</p> <p>Why do we celebrate certain holidays?</p> <p>Should we be thankful for our past and our present?</p> <p>What are symbols of America?</p>	<p>Holidays help us remember the past.</p> <p>Life in America has changed over time.</p> <p>American traditions help us remember the past.</p> <p>Christopher Columbus sailed west in search of a new land—America.</p> <p>The purpose of the first Thanksgiving is why it is still celebrated today.</p> <p>The Pilgrims and the Indians were involved in the first Thanksgiving.</p> <p>The similarities and differences between a Pilgrim and Native American community.</p>	<p>Listing family holiday traditions. Verbally sharing a tradition with a partner.</p> <p>Participating in various shared readings regarding the holiday of Thanksgiving.</p> <p>Retelling the Thanksgiving story in our own words. Illustrating the story.</p> <p>Put on a play about the Pilgrims and Indians.</p> <p>Role-playing through a class Thanksgiving feast. Orally stating what we are thankful for. Partner share/Team Talk.</p> <p>Tracing Columbus’s route to America on a map.</p> <p>Creating a large class Venn Diagram noting the similarities and differences between Pilgrims and Native Americans.</p> <p>Singing Star Spangled Banner along with a video clip of someone singing it at the beginning of a ball game.</p>
Content Statements	Cumulative Progress Indicators	
<p>Immigrants come to New Jersey and the United States for various reasons and have</p>	<p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey</p>	

Social Studies & 21st Century Life and Careers
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6.1; 9.1
 2014

<p>a major impact on the state and on the union.</p> <p>Key historical events, documents, and individuals led to the development of our nation.</p> <p>Personal, family, and community history is a source of information for individuals about the people and places around them.</p>	<p>and America, and describe the challenges they encountered.</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reason for those changes.</p>	
<p>The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p> <p>Cultures include traditions, popular beliefs, and commonly held values, ideas and assumptions that are generally accepted by a particular group of people.</p> <p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p> <p>The cultures with which an individual or group identifies change and evolve in response to interactions with other groups</p>	<p>6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.14 Trace how the American identity evolved over time.</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>	

Social Studies & 21st Century Life and Careers
 Topic: Concept of Time, Our Country, Holidays

6.1; 9.1
 2014

<p>and/or in response to needs or concerns.</p> <p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p> <p>Brainstorming activities to enhance creative and innovative thinking in individual and group goal setting and problem solving.</p> <p>The nature of the 21st -century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</p>	<p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p>	
Desired Results		
<p>Students will identify and recite certain patriotic symbols such as Pledge of Allegiance and “The Star Spangled Banner.”</p> <p>Students will be exposed to photos, prints and posters depicting life at the founding of American society. (ex: George Washington crossing the Delaware)</p> <p>Students will read or listen to pieces of literature about the founding of democracy. (Landing of the Pilgrims on Plymouth Rock, Pocohontas, etc).</p> <p>Students will begin to describe different customs and traditions of people from different cultures.</p>		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Portfolio of work should be kept to show how skills have developed throughout the unit.</i></p> <p><i>Students connect a tradition of their own to a tradition that we've learned about from the past by way of writing, drawing or speaking.</i></p>	<p>http://www.apples4theteacher.com/holidays/</p> <p><u>The First Thanksgiving</u> by</p> <p><u>Apple Pie 4th of July</u> by Janet S. Wong</p> <p><u>Where Do I Live?</u> By Neil Chesanow</p> <p>www.discoveryeducation.com</p> <p>teachervision.com/socialstudies</p> <p>timeforkids.com</p> <p>District Social Studies Series (if available)</p>
<p>Equipment Needed</p> <p>Picturebooks, picture cards, journals, crayons, pencils, art supplies, SmartBoard, magazines, play money, play food</p>	

Social Studies & 21st Century Life and Careers
Topic: Goods and Services

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<p>Standard: 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.</p> <p>9.1 21st Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>		
<p>Strand: C. Economics, Innovation & Technology</p>		
<p>B. Creativity & Innovation</p>		<p>By the end of Grade K:</p>
Essential Questions	Enduring Understandings	Activities and Student Experiences
<p>Which is more important to a community, a farm or a factory? Why?</p> <p>Are farms dependent upon factories?</p> <p>Are factories dependent upon farms? Why? How?</p> <p>Which goods and services are necessary for a family?</p>	<p>Communities need both farm and factory goods in order to survive.</p> <p>Farms are located in the country and factories are located in the city.</p> <p>Individuals need goods and services for everyday life.</p>	<p>Matching pictures of transportation to prospective land, air and water categories</p> <p>Creating a farm and a factory using various art supplies</p> <p>Cutting pictures from magazines of goods obtained from a farm.</p> <p>Taking a walking trip to the local supermarket to identify goods from a farm.</p> <p>Bringing in items from household that are made in a factory to create a "Factory Museum"</p>
Content Statements	Cumulative Progress Indicators	<p>Role-playing/Dramatic Play "Factory Workers and Farmers" in learning centers</p> <p>Playing "Store" in which students shop and pay for items found in both factories and farms. (use of play money)</p>
<p>People make decisions based on their needs, wants, and the availability of resources.</p> <p>Economics is a driving force for the occurrence of various events and phenomena in societies.</p> <p>Understanding of financial instruments and outcomes assists</p>	<p>6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	

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6.1; 9.1
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<p>citizens in making sound decisions about money, savings, spending, and investment.</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p> <p>Brainstorming activities to enhance creative and innovative thinking in individual and group goal setting and problem solving.</p>	<p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p> <p>6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>	
Desired Results		
<p>Students will identify demonstrate how people exchange money from place to place.</p> <p>Students will identify the types of transportation used to move goods and people by comparing and contrasting transportation on land, water, and air.</p> <p>Students will identify the purpose of farm animals.</p> <p>Students will name things that come from a farm.</p> <p>Students will name things that come from a factory.</p> <p>Students will compare and contrast farm goods with factory goods.</p>		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Portfolio of work should be kept to show how skills have developed throughout the unit.</i></p> <p><i>Students match pictures of items to categories labeled "Farm" and "Factory." Students write one sentence about an item from each category. Students verbally describe their items to teacher.</i></p>	<p>http://www.youtube.com/watch?v+wIJNoM_eCec The Milk Makers Video by Gail Gibbins</p> <p>http://teachersites.schoolworld.com/webpages/KGwinn/index.cfm?subpage+319245 Farming websites</p> <p>How Milk Is Made by</p> <p>www.discoveryeducation.com</p> <p>teachervision.com/socialstudies</p> <p>timeforkids.com</p> <p>District Social Studies Series (if available)</p>
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