



Estell Manor School District

Social Studies Curriculum Grade 1

Statement of Purpose

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.

Pacing Guide

FIRST GRADE

Theme: "The World Around Me: Yesterday and Today"

CORE MATERIALS: Studies Weekly

UNIT	TIMELINE	STANDARDS	TOPICS	CORE IDEAS
CIVICS AND GOVERNMENT	Weeks 1-12	6.1.2.CivicsPD.1 6.1.2.CivicsPD.2 6.1.2.CivicsPI.2 6.1.2.CivicsPI.3 6.1.2.CivicsPI.6 6.1.2.CivicsDP.1 6.1.2.CivicsDP.2 6.1.2.CivicsPI.4 6.1.2.CivicsDP.3 6.1.2.CivicsCM.1 6.1.2.HistoryCC.1 6.1.2.CivicsCM.2 6.1.2.HistoryUP.1	- Community - Rules and Laws - Principles of Democracy - Purpose and Structure of Government - Government Services - Important Documents - Citizens - Patriotism, National Symbols, and National Holidays - Founders - Sources	Students will engage in learning about community, government, and their role as citizens of a community. They will explore various types of communities, learn about the purpose of government, and the rights and responsibilities of citizens. Students will also explore patriotism. Students will also learn about the types of sources used to study history and the difference between fact and fiction.
GEOGRAPHY	Weeks 13-21	6.1.2.GeoPP.1 6.1.2.Geo.SV.1 6.1.2.Geo.SV.2 6.1.2.Geo.SV.3 6.1.2.Geo.HE.1 6.1.2.Geo.HE.2 6.1.2.Geo.HE.3 6.1.2.Geo.GI.2 6.1.2.CivicsCM.3 6.1.2.HistorySE.1	- Map Skills - Five Themes of Geography - Location - Place: Physical and Human Characteristics - Human-Environment Interactions - Movement - Regions of the United States - Culture	Students will learn about the Five Themes of Geography and the physical and human characteristics that inform the people and influence communities.
ECONOMICS	Weeks 22-	6.1.2.EconET.1	Needs and Wants	Students will explore the economic

	26	6.1.2.EconET.2 6.1.2.EconET.3 6.1.2.EconET.4 6.1.2.EconEM.1 6.1.2.EconEM.2 6.1.2.EconNE.1 6.1.2.EconNE.2	• Goods and Services • Economic Choices • Economic Activities • Spending and Saving	principles of needs and wants and goods and services while making connections to the ways people meet their basic needs through resources. They will explore various economic activities and the choices made in various communities.
HISTORY	Week 27-32	6.1.2.HistoryCC.2 6.1.2.HistoryCC.3	• Time • Changes Over Time • Inventions • Transportation Changes • Communication Changes	Students will explore the concept of time and how people, ideas, and communities change.
HOLIDAYS AND TRADITIONS	Ongoing/ As Time Allows	6.1.2.HistoryUP.2 6.1.2.HistorySE.1	• Varied	Students will explore national and international holidays, traditions, culture, and history.

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices		
9.1	Personal Financial Literacy		√	CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		√	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Unit 1: Communities All About Communities	Duration: September - October
Unit Summary Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities, people help each other and follow rules. Transportation and communication in communities have changed over time.	
NJ Student Learning Standards	
6.1.4. A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.1.4. A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government. 6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.4. C.5 Explain the role of specialization in the production and exchange of goods and services. 6.3.4. A.1 Evaluate what makes a good rule or law. 6.3.4. A.2 Contact local officials and community members to acquire information and/or discuss local issues. 6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue. Interdisciplinary Skills 1.3.2. C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices. RI.1.7. Use the illustrations and details in a text to describe its key ideas.	

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Careers skills

9.1 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.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Students will understand that...

- A community is a place where people live, work, and have fun together.
- A neighbor is someone who lives in the same neighborhood.
- There are suburban, rural, and urban areas.
- Laws are rules people in a community must follow.

Essential Questions

- What is a community?
- What are neighbors?
- What different kinds of communities are there?
- What are laws?
- What is a good citizen?

• A good citizen is a member of the community who helps others.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students will come in dressed as what they want to be when they grow up (career). Students will give an oral presentation explaining why they chose that job and what their job entails and the importance it plays in the community. Students will also portray this character in a specific situation that is part of their job to show how important this community helper is to our town. Students will demonstrate a logical event based on the person's job.	Formative Assessments • Classroom Discussions • Anecdotal notes • Exit slips • Check lists • Cooperative learning groups • Teacher Observation Summative Assessments • Pre/Post Tests • End of Unit Test • Presentations/projects Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric

	• Teacher Observations • Sentence Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary Career, Community, Suburban, Rural , Urban, Neighbor	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • People live in communities. • Community members work together for the common good. • Characteristics of cities, suburbs, and rural areas. • Significance of community landmarks. • Literature increases knowledge about how a city or urban area, small town or village, and rural area are different. • Changes in communication and transportation and explore ways that these changes have affected people's lives. • Qualities of good citizenship and recognize ways to show good citizenship. • How rules and laws help communities.	<i>Students will be able to ...</i> • Identify where they live using a world address. • Discuss why communities exist. • Identify the characteristics of different communities, including specific landmarks. • Discuss different types of transportation and communication available in their community. • Apply the qualities of good citizenship by following rules and laws.

	List ways rules and laws help people.
Instructional Plan	
Suggested Activities	Resources
Students will participate in a Community helpers Career Day- Parents come in and talk to the class about their job and the important role they play within the community.	Brainpop Jr., parent letter, signup sheet
Students will create an Eagleswood Township travel brochure containing local attractions to show why others should visit such as: Stafford Forge, Calloway's Amusement Park, etc.	Sample brochure, Google maps, books, Chromebook, art supplies
Students will create a Community Map of town including landmarks, a key, and map out path from school to home.	Sample map, art supplies, Chromebook
Students will create an advertisement for their favorite place in the neighborhood that shows why others should visit.	Art supplies, sample advertisement
Students will interview someone from their community who has resided there a long time in order to discover how their role in the community has evolved or changed over time.	Sample interview
Students will describe the physical features and human characteristics of neighborhoods (including simple landforms, populations, types of housing, i.e., apartments, condos, houses, etc. and transportation systems). Students will identify the type of	Websites, google maps

community in which they live (rural, urban or suburban) and defend their choice verbally or in writing.	
Students will identify various jobs within their community and compare/ contrast them to jobs within other rural, urban or suburban communities.	Online resources, Chromebook, google classroom
Students will identify their family heritage and make a class tally chart or bar graph to show diversity.	Chart paper, art supplies
Literature	
<i>Franklin's Neighborhood</i> by Paulette Bourgeois <i>Uptown</i> by Bryan Collier <i>Next Stop Grand Central</i> by Maira Kalman <i>Town and Country</i> by Alice Provensen & Martin Provensen <i>Madlenka</i> by Peter Sis <i>Mei-Mei Loves The Morning</i> by Margaret Tsubakiyama <i>Grandpa's Corner Store</i> by Dyanne Disalvo-Ryan <i>Yard Sale!</i> by Mitra Modarressi	
Websites	
An elementary education resource site for teachers. Educational activities are categorized by subject.	http://apples4theteacher.com

Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	https://jr.brainpop.com
A site with articles, subjects, and tons of links for all subjects of social studies.	http://socialstudiesforkids.com
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	http://scholastic.com
Find 350000+ lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	http://lessonplanet.com
The Site for families, kids, parents and teachers - Write a story, read it, or hear it	http://goodnightstories.com/
Teaches kids from kindergarten through 12th grade about the federal government , from the U.S. Government Printing Office.	http://bensguide.gpo.gov/k-2/government/index.html
Find activities that develop map skills in students from preK to Grade 6. It also deepens and gives a more complete understanding of history	https://www.nationalgeographic.org/education/map-skills-elementary-students
Educational games and videos from Curious George, Wild Kratts and other PBS KIDS shows!	http://www.pbskids.org
A green CITY OF YOUR OWN! Metropolis a curriculum developed by John Martoni, a third-grade teacher and planner .	http://www.planning.org/kidsandcommunity/
Primary Games has free arcade games featuring the best action, adventure, sports, and racing games!	http://primarygames.com

Suggested Options for Differentiation

English Language Learners

- Work toward longer passages as skills in English increase
- Use visual
- Introduce key vocabulary before lessons
- 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 exploration
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Basic Skills/Economically Disadvantaged/Students at Risk

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Allow students to draw responses or answer orally

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	√	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 2: Geography Our Earth	Duration: November - December
Unit Summary Our Earth tells about the people, plants, and animals that live on Earth. Maps and globes help us learn about different landforms on Earth. Earth's seasons and its resources affect our lives.	
NJ Student Learning Standards	

6.1.4. B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4. B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4. C.9 Compare and contrast how access to and use of resources affects people across the world differently.

6.3.4. A.2 Contact local officials and community members to acquire information and/or discuss local issues.

6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Interdisciplinary Skills

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Career Skills

9.1 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.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<i>Students will understand that...</i> ● Geography tells about the Earth, people, plants, and animals that live on Earth. ● Our country is made up of capitals and states. ● Our world is made up of seven continents and four oceans. ● Our country is made up of various landforms and bodies of water. ● 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. ● We can protect the earth by making minimal changes and practicing recycling.	● How does geography help me? ● 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? ● How can we protect the Earth?
Evidence of Student Learning	

Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Create a Map Students will create a map of something within the school using symbols for landmarks, map key and map scale. Examples being the classroom, favorite special, playground or school showing route to a destination. The map will be given to a partner and the partner will have to navigate using the map. Me on the Map Children will create a travel brochure of where they live on their plant.	Formative Assessments • Musical Content Chant • Checklists • Open Ended Questions • Participation and teacher observation Summative Assessments • Quizzes • Daily assignments • Chapter tests • End of unit tests • Presentations or Projects Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Questions Starters • Participation Rubric • Social Studies notebook
Vocabulary	

Earth, continents, oceans, capitals, states, landforms, seasons, weather, natural resources, conservation, map, globe, compass rose, map key, map scale	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> ● Identify the United States and her neighbors on a map and globe. ● Identify the oceans and seven continents on a map and globe. ● Identify major landforms and bodies of water on maps and globes. ● Learn how to use a compass rose, map key, and map scale. ● Recognize the difference between weather and seasons. ● Find out how weather patterns affect people's activities. ● 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. ● Identify ways of protecting Earth. ● Recognize ways people can conserve and replenish natural resources.	<i>Students will be able to ...</i> ● Utilize a map and a globe to identify the United States and her border neighbors. ● Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water. ● Explain how to use a compass rose, map key, and map scale. ● Distinguish between weather and seasons vocabulary. ● Discuss how weather influences personal activity. ● Describe natural resources and how people are dependent on them to satisfy basic needs. ● Explain how the Earth has been changed by people.

	• Illustrate how people can protect the Earth and conserve and replenish her resources.
Instructional Plan	
Suggested Activities	Resources
Given a world map and a globe, students will identify oceans and continents, country borders, the location of the United States and New Jersey, places that are usually hot (near the equator) and usually cold (near the poles) and various symbols (cities, mountains, water) in a variety of ways (e.g., finger pointing, coloring, verbal or written explanation)	• World map • Globe • Coloring pencils
Students will interview a family member about a neighborhood that they grew up in. Using a sheet of paper will create of map of that neighborhood using map symbols for landmarks.	• Construction paper • Coloring pencils
Students will create a map of their bedroom and share with the class.	• Construction paper • Coloring pencils
Students will record and graph the weather, temperature and activities to identify patterns related seasons.	• Graph • Chromebook (check weather)
Students will plant flowers on school grounds to contribute to renewable/natural resources.	• Flowers • Gardening tools • Brainpop jr.

Literature	
The Earth and I by Frank Asch Our Earth by Anne Rockwell Earthdance by Joanne Ryder In November by Cynthia Rylant On the Same Day in March: A Tour of the World's Weather by Marilyn Singer Letter to the Lake by Susan Swanson Our Big Home: An Earth Poem by Linda Glaser River Friendly, River Wild by Jane Kurtz	
Websites	
Color landforms of the United States	http://fermi.jhuapl.edu/states/states.html
Virtual tours of landmarks around the world	https://www.google.com/earth/explore/showcase/
List of States and Capitals, as well as State facts	http://www.50states.com/
Short videos about landforms, countries, and map reading	https://jr.brainpop.com/
An elementary education resource site for teachers. Educational activities are categorized by subject.	http://apples4theteacher.com
Historical maps, modern maps, maps in general	http://socialstudiesforkids.com
Information on natural resources	http://www.urbanext.uiuc.edu/world/nres.html

Lesson plans, videos, presentations, activities, apps, and worksheets	http://lessonplanet.com
Digital version of weekly readers as well as short video clips	http://scholastic.com
Suggested Options for Differentiation	
English Language Learners • Use visuals • Introduce key vocabulary before lesson • Use a strong student as a “buddy” (does not necessarily have to speak the primary language) • Use visual aids and graphics	
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	
Basic Skills/Economically Disadvantaged/Students at Risk • Allow extra time to complete assignments or tests • Work in a small group • Allow answers to be given orally or dictated	
Special Education/504 • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives or the opportunity to draw solution strategies • Allow extra time to complete assignments or tests • Work in a small group	

- Allow answers to be given orally or dictated

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices		
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 3: Citizenship/Working Together	Duration: January - February
Unit Summary A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.	
NJ Student Learning Standards	
6.1.4. A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4. A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government. 6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States. 6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.4. C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.	

6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

6.1.4. D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.3.4. A.1 Evaluate what makes a good rule or law.

6.3.4. A.2 Contact local officials and community members to acquire information and/or discuss local issues.

6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Interdisciplinary Skills

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Career Skills

9.1: 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.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<i>Students will understand that...</i> • A good citizen makes his or her country and community a better place. • A good citizen follows the rules. • The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States.	• What makes a good citizen? • How does a good citizen act? • What are some symbols that represent the United States?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

Rule Rule! Writing Activity. Students List reasons to follow rules and types of rule for different situations.(safety, order, conflict). Then, complete the Rules Rule! Crafty activity by placing their “rules” on ruler template. Mini Booklet Students identify the visuals on each page as a rule or a law. Then, complete the sentence to match the illustration.	Formative Assessments • Classroom Discussion • Discussion prompts • Correct completion of Mini Booklet Summative Assessments • Pre-test, post-test, and daily work • Chapter tests • District benchmarks or interim assessments • End of unit tests • Presentations or Projects Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary citizen, leader, community, rules, laws, patriotic symbol, justice, equality,	

Knowledge and Skills	
Content	Skills
<i>Students will</i> ● Identify different types of groups. ● Explain the need for groups to have rules. ● Explain the need for rules and laws in the home, school, and community. ● Give examples of rules or laws that establish order, provide security, or manage conflict. ● Identify leadership roles in community, state, and country. ● Describe the responsibilities and characteristics of a good leader. ● Identify the qualities of good citizenship as demonstrated by ordinary people. ● Identify and use voting as a way to make decisions. ● Identify symbols of national identity, such as our flag and the Pledge of Allegiance. ● Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility. ● Identify historic figures who were good citizens. ● Demonstrate understanding and skills through material such as songs.	<i>Students will be able to...</i> ● Distinguish between different types of groups and explain the need for rules in all groups. ● Define rules and laws. ● Illustrate a leader in the community, state, or country. ● List the responsibilities and characteristics of a good leader. ● Define the qualities of a good citizen in their community. ● Discuss how the community makes decisions. ● Participate in an election. ● List historical figures who exemplify characteristics of good citizenship. Illustrate and label symbols of our national identity related to citizenship. ● Listen to and discuss patriotic songs
Instructional Plan	

Suggested Activities	Resources
Students will create a class constitution with classroom rules. Guess Who? Activity. Students create an interactive anchor chart illustrating a picture of one person they know who is a good citizen. Each picture is displayed on the anchor chart. The class guesses who it is.	• Art supplies • Powerpoint Presentation • Chart paper • Good citizen ideas • Large chart paper • Art supplies • Modeled example
Literature	
Woodrow, the White House Mouse by P.C. Barnes Washington, D.C.: A Scrapbook by Laura Lee Benson The American Flag by Patricia Ryon Quiri The Day Gogo Went to Vote, South Africa, 1994 by Elinor Sisulu If I Were President by Catherine Stier A Big Cheese for the White House: The True Tale of a Tremendous Cheddar by Candace Fleming So You Want To Be President by Judith St. George If Kids Ruled the World (Kids Can Press) Officer Buckle and Gloria	
Websites	
The Site for family's kid's parents and teachers - Write a story, read it, or hear it.	http://goodnightstories.com/
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	www.scholastic.com

Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	www.lessonplanet.com
A site with articles, subjects, and tons of links for all subjects of social studies.	www.socialstudiesforkids.com
Weekly classroom news magazine that motivates kids to read! Issues cover a wide range of real-world topics kids love to learn about.	www.timeforkids.com
Free arcade games featuring the best action, adventure, sports, and racing games!	www.primarygames.com
A green CITY OF YOUR OWN! Metropolis a curriculum developed by John Martoni, a third-grade teacher and planner .	http://www.planning.org/kidsandcommunity
Educational games and videos from Curious George, Wild Kratts and other PBS KIDS shows.	www.pbskids.org
An elementary education resource site for teachers. Educational activities are categorized by subject.	www.apples4theteacher.com
Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	https://jr.brainpop.com
Modifications	

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

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/Economically Disadvantaged/Students at Risk - Allow extra time to complete assignments or tests - Work in a small group - Allow answers to be given orally or dictated
Special Education/504 - Provide differentiated instruction as needed - Follow all IEP modifications/504 plan - Work in Small Group

Unit 4 will address the following 21st Century Life and Careers skills:				
Check all that apply 21 st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.

X	Money Management		√	CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
X	Planning, Saving, and Investing		√	CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer		√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration			CRP11. Use technology to enhance productivity.

	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 4: Economics	Duration: March - April
Unit Summary By working, people get the things they need and want. Some people are producers, but not all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.	
NJ Student Learning Standards	
6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.4. C.4 Describe how supply and demand influence price and output of products. 6.1.4. C.5 Explain the role of specialization in the production and exchange of goods. 6.1.4. C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	

6.1.4. C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4. C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4. C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.

Interdisciplinary Skills

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Career Skills

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.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.	
Essential Understandings	Essential Questions
<i>Students will understand that...</i> • People work to earn money. • A tax is money people pay a community to support it. • Volunteers do important jobs without getting paid. • Needs are things people must have in order to live. • Wants are things that people would like to have but do not need in order to live. • Goods are things that are made or grown. • A service is something people do for others. • A producer makes or grows goods to sell and a consumer uses these goods. We are all consumers. • A factory is a building where things are made. • Trade is when we give something and then get something back. • Technology is an advance that makes things faster, easier or better.	• Why do people work? • What is a tax and what is it used for? • What is a volunteer? • What are needs and wants? • What are goods and services? • What are producers and consumers? • What is a factory? • What is trade? • What is technology?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

<u>Goods I Need/Goods I Want</u> craftivity: Students will draw a good they <i>need</i> and a good they <i>want</i> on a shopping bag writing template and label their pictures accordingly. <u>Services All Around Me</u> Flip Book: Students will assemble the flip book and draw one service they can receive or perform in each location under the matching flap. <u>Goods and Services Sorting Activity</u>: Place “Goods and Services” title cards in a pocket chart. Direct students to sort the community helper pictures into the matching categories. Have students explain the role of each community helper as it is sorted to justify reasoning.	Formative Assessments • Correctly complete sorting of wants and needs • Completed flipbook • Participation Summative Assessments • Quizzes • Pre-test, post-test, and daily work • Chapter tests • District benchmarks or interim assessments • End of unit tests Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Sentence frames
Vocabulary	
Money, needs, wants, tax, goods, services, trade, factory, volunteers, producers, consumers	

Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • 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 learn what producers and consumers are. • Distinguish between producing and consuming. • Trace a product from a natural resource to finished goods. Understand trade. • Identify ways in which science and technology have affected communication, transportation, and recreation.	<i>Students will be able to ...</i> • Explain why people work. • List examples of needs and wants and discuss choices people make when earning, saving, and spending money. • Define goods, services, producers, and consumers. • Sequence the process of creating finished goods from a natural resource. • Participate in the trade process. • Explain how communication, transportation, and recreation have been affected by science and technology.
Instructional Plan	
Suggested Activities	Resources

Students will examine how people make economic decisions based upon their needs and wants (including what it means to “save” money). Students will draw and explain (verbally and in writing) how and why they should spend a sum of money on either a need or want when posed with a specific scenario.	Modeled example, mentor text, art supplies
Students will create an anchor chart of goods, services, producers, consumers and each make contributions to the four categories.	Anchor chart, art supplies, Chromebook
Literature	
The Night Worker by Kate Banks E-Mail by Larry Dane Brimner Market Day by Lois Ehlert A Busy Day at Mr. Kang’s Grocery Store by Alice K. Flanagan Madlenka by Peter Sis Joseph Had a Little Overcoat by Simms Taback Click Clack Moo: Cows that Type by Doreen Cronin Trashy Town by Andrea Zimmerman	
Websites	
The Site for family’s kid’s parents and teachers - Write a story , read it, or hear it.	http://goodnightstories.com/
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	www.scholastic.com

Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	www.lessonplanet.com
A site with articles, subjects, and tons of links for all subjects of social studies.	www.socialstudiesforkids.com
Weekly classroom news magazine that motivates kids to read! Issues cover a wide range of real-world topics kids love to learn about.	www.timeforkids.com
Free arcade games featuring the best action, adventure, sports, and racing games!	www.primarygames.com
A green CITY OF YOUR OWN! Metropolis a curriculum developed by John Martoni, a third-grade teacher and planner .	http://www.planning.org/kidsandcommunity
Educational games and videos from Curious George, Wild Kratts and other PBS KIDS shows.	www.pbskids.org
An elementary education resource site for teachers. Educational activities are categorized by subject.	www.apples4theteacher.com
Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	https://jr.brainpop.com
Suggested Options for Differentiation	
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/Economically Disadvantaged/Students at Risk

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Special Education/504

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

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 5: History People and Places in History	Duration: May - June
Unit Summary Beginning with Native Americans and continuing through the American revolution, the United States slowly grew and changed. New people came to America and continue to do so today.	
NJ Student Learning Standards	
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4. D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.4. D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. 6.1.4. D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. 6.1.4. D.4 Explain how key events led to the creation of the United States and the state of New Jersey. 6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. 6.1.4. D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	

6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Interdisciplinary Skills

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Career Skills

9.1 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.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey. • Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food. • George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. The Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights are important documents that led to the development of our nation. • 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.	• What is a Native American? • How did the Native Americans help the Pilgrims? • What key historical people and documents led to the development of our nation? • What is an immigrant? • What is a pioneer?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

	Formative Assessments • Checklists • Classroom Discussion • Anecdotal Notes • Exit Slips • Open Ended Questions • Teacher observation • Participation Summative Assessments • Pre-test, post-test, and daily work • Chapter tests • District benchmarks or interim assessments • End of unit tests • Quizzes • Presentations Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork
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	• Social Studies notebook
Vocabulary	
Native Americans, traditions, pilgrims, colonies, documents, immigrant, pioneer	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • Identify Native Americans as the first people to live in North America. • Explain Native American traditions. • Learn about early explorers to America. • Recognize how the Pilgrims overcame hardship with the help of Native Americans. • Explain how the original 13 colonies became the United States. • Identify contributions of historical figures that have influenced the nation. • Identify and explain the importance of historical documents to the development of the United States. • Describe how the United States grew over time.	<i>Students will be able to ...</i> • Recognize Native Americans as the first people to live in North America. • Describe Native American traditions. • Identify early explorers to America. • List how the Native Americans helped the Pilgrims overcome hardship. • Recognize that there were 13 original colonies. • Name historical figures and documents and describe how they contributed to our history. • Show the growth of the United States.

Instructional Plan	
Suggested Activities	Resources
Students will explain orally, with a Venn diagram or through a project, how their school's character education/anti-bullying program is the same as the actions of historic figures like Martin Luther King, Jr.	Model text, model venn diagram, brainpopjr.
Students will explain (verbally or visually) what the patriotic holidays and symbols of our nation stand for and why each is important.	Brainpop Jr., mentor texts
Students will explain the bravery that Ruby Bridges displayed for Black History Month. Students will create a construction paper Ruby Bridges and write a response as to why they felt she was so brave.	Ruby Bridges book, model, art supplies, writing paper
Students will explore Brainpopjr. And the important women that played a role in our nation's history. Students then will participate in a game of Kahoot.	Kahoot, Chromebook, brainpopjr.
Students will commemorate Hellen Keller in honor of Women's history month by reading mentor text and making their names in braille with split peas.	Mentor text, sentence strips, art supplies, braille code alphabet, dried split peas
Literature	
Where Did Your Family Come From? A Book About Immigrants by Melvin and Gilda Berger Frank's Great Museum Adventure by Rod Clement Museums by Jason Cooper	

Covered Wagons, Bumpy Trails by Verla Kay Grandmother's Dreamcatcher by Becky Ray McCain Who Came Down That Road? by George Ella Lyon How Chipmunk Got His Stripes: A Tale of Bragging and Teasing by Joseph Bruchac and James Bruchac Red Flower Goes West by Ann Turner	
Websites	
Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	http://lessonplanet.com
Social Studies for Kids is a site with articles, subjects, and tons of links for all subjects of social studies.	http://socialstudiesforkids.com
An elementary education resource site for teachers. Educational activities are categorized by subject.	http://apples4theteacher.com
Free arcade games featuring the best action, adventure, sports, and racing games!	http://primarygames.com
Watch exciting videos from BBC programs that are full of facts about space and presented by ... Exploration . A wide variety of missions of exploration seek to explain the Universe's unanswered questions. ... UK Dark Matter Collaboration.	http://www.bbc.co.uk/history/discovery/exploration/map
TerraFly changes the way you view your world. Simply enter an address, and our system will put you at the controls of a new and innovative way to explore your world.	http://www.terrafly.com
Listings of geographic entity names, codes, total population, ... You are here: Census.gov › Geography › Maps & Data ›	http://www.census.gov/cgi-bin/gazetteer

Suggested Options for Differentiation
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/Economically Disadvantaged/Students at Risk • Allow extra time to complete assignments or tests • Work in a small group • Allow answers to be given orally or dictated
Modifications/Accommodations
Special Education/504 • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives or the opportunity to draw solution strategies • Allow Extra Time

- Work in Small Group
- Allow Answers to be given orally or dictated.
- Use large print books, or books with braille, books on CD

Unit 6 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
X	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer		√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Unit 6: Celebrating Our Heritage	Duration: Ongoing
Unit Summary Holidays will be discussed during the appropriate time of the school year.	
NJ Student Learning Standards	
6.1.4. A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. 6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.3.4. A.2 Contact local officials and community members to acquire information and/or discuss local issues.	

6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

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.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Labor Day is when we show respect for our country's working people.	• What is Labor Day? • What is Thanksgiving? • What is Dr. Martin Luther King, Jr. Day? • What is Presidents' Day?

• Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans. • Martin Luther King, Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights. • Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln. • 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.	• What is Memorial Day? • What is Independence Day?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students will pretend to be a reporter and write an article about a celebration relating to one of the holidays learned about throughout the year. Article will include the who, what, when, where and why of the holiday.	Formative Assessments • Participation • Checklists • Open Ended Questions • Project Rubrics • Teacher observation Summative Assessments • Quizzes

	• Pre-test, post-test, and daily work • Chapter tests Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary	
Holidays, celebrations, memorial, labor, Pilgrims, Native Americans, equal rights, President, independence	
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> • Explain how selected celebrations reflect an American love of individualism and freedom. • Discuss how holidays reflect our local and national heritage.	<i>Students will be able to ...</i> • Identify major holidays and relate how different people celebrate them.

Learn the different types of celebrations related to the holidays studied based on culture.	Explain why certain holidays are related to history
Instructional Plan	
Suggested Activities	Resources
Students will help to create a list entitled Jobs ABC. Listing a job for each letter of the alphabet. Then they will help to design a class book illustrating all 26 jobs.	Art supplies, Chromebook, interactive projector
Students will disguise a turkey made out of construction paper so they are not eaten on Thanksgiving.	Art supplies, modelled example, mentor text
Students will create peaceful protest posters and conduct a peaceful protest march in honor of MLK.	Art supplies., modelled example, mentor text
Student will choose a president and research his life to learn important facts such as birth date, home state, family members, work experience, accomplishments, and other interests. Then start your class on poster profiles of their presidents, asking them to record highlights of their research information and add drawings and pictures. After the children share their posters with the class, display them for inspiration and reference during your presidential unit.	Art supplies, modelled example, mentor text

Students will sign a mock Declaration of Independence pertaining to the upcoming expectations of a second grader.	Mock Declaration of Independence, markers
Literature	
A Picture Book of Martin Luther King, Jr. by David A. Adler Martin Luther King, Jr. by Pam Parker Celebrating President's' Day by Kimberly Jordano Presidents' Day by David F. Marx Memorial Day by Jacqueline S. Cotton The Wall by Eve Bunting Memorial Day Surprise by Theresa Golding Independence Day by Trudy Stain Trueit The Fourth of July Story by Ashley Dagliess	
Websites	
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	www.scholastic.com
Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	www.lessonplanet.com
A site with articles, subjects, and tons of links for all subjects of social studies.	www.socialstudiesforkids.com
An elementary education resource site for teachers. Educational activities are categorized by subject.	www.apples4theteacher.com

Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	www.jr.brainpop.com
Free arcade games featuring the best action, adventure, sports, and racing games!	www.primarygames.com
Suggested Options for Differentiation	
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/Economically Disadvantaged/Students at Risk • Allow extra time to complete assignments or tests • Work in a small group • Allow answers to be given orally or dictated	

Special Education/504

- Follow all IEP modifications/504 plan
- Use large print books, or books with braille, books on CD
- Allow Extra Time
- Work in Small Group
- Allow Answers to be given orally or dictated.