

Crest Memorial School Curriculum and Pacing Guide- First Grade	
Grade: First Grade	Subject Area: Social Studies
Adoption Date:	Revision Date: August 2024

Mission and Vision Statements

Mission: At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision: An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis
- Considers multiple perspectives, values diversity, and promotes cultural understanding
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Integration of Technology

9.4.2.TL.1

21st Century Skills

9.4.8.CT.1
9.4.2.CT.2

Career Education

9.1.2.CAP.1
9.2.5.CAP.1

Interdisciplinary Connection

SL.K.
K.MD.A.1

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in science journal with dictation support
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in science journal with dictation support
- create a word map

Students At-Risk of Failure

- Allow verbalization before writing
- Use audio materials when necessary
- Read tests aloud
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Chunking content into “digestible bites”
- Shorten assignments to focus on mastery concept
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Use mnemonic devices

Gifted and Talented

- Student Choice

	<ul style="list-style-type: none"> ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Baseline place labeling geography assessment
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects

Pacing Guide	
Unit 1: Families	12 days
Unit 2: America- History of America	17 days
Unit 3: Government - Citizenship	14 days
Unit 4: Communities	11 days
Unit 5: Economics-	8 days

Unit 6: Geography	9 days
Unit 7: Holiday/ Celebrating culture and Heritage	Ongoing throughout the year

Unit Learning Goals - Unit 1- Families

Students will identify why families are important.
 Students will identify why people have jobs.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook 	<ul style="list-style-type: none"> ● TeacherPayTeacher Activities ● Brainpopjr.com ● Maps/Google Maps ● YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Identify a family and why they are important 	6.1.2.GeoPP.1 6.1.2.Geo.HE.1 6.1.2.Geo.HE.2	<ul style="list-style-type: none"> ● Read the book - Who's Who in my Family by Loreen Leedy ● Discuss reasons why families are important and list them on smart board ● Discuss who is in their family with a partner ● Draw, color, and label their family
<ul style="list-style-type: none"> ● Day 2: Identify how families are the same and different 	6.1.2.Geo.HE.4	<ul style="list-style-type: none"> ● Review what a family is and why they are important ● Share pictures of families from the previous day and tell how they are alike and different
<ul style="list-style-type: none"> ● Day 3: Identify that communities are made up of different groups of people and how important these groups are to each community 	6.1.2.CivicsPI.1 6.1.2.CivicsPI.4 6.1.2.CivicsPR.3	<ul style="list-style-type: none"> ● Teacher explains the definition of a group and gives two examples (family and 1st grade class) ● Students will work with a partner and make a list of different types of groups

		<ul style="list-style-type: none"> • Students will choose a group that they belong to and illustrate it
<ul style="list-style-type: none"> • Day 4: Identify different kinds of jobs and why they are important 	6.1.2.CivicsPI.4 6.1.2.CivicsPI.5	<ul style="list-style-type: none"> • Read the book - What I Want to be When I Grow Up by Al Yankovic • Discussion about the book and real time jobs • Students will write about a job that they want when they grow up and illustrate
<ul style="list-style-type: none"> • Day 5: Distinguish between needs and wants 	6.1.2.EconET.1 6.1.2.EconET.2	<ul style="list-style-type: none"> • Students will watch Brain Pop Jr. on the Smart Board about needs and wants • Students will take the online quiz as a group about needs and wants (BrainPop Jr.) • Partners will make a list of needs and wants
<ul style="list-style-type: none"> • Day 6: Distinguish between needs and wants 	6.1.2.EconET.1 6.1.2.EconET.2	<ul style="list-style-type: none"> • Students will review their list of needs and wants with their partner • Teacher models making a needs and wants poster using magazine pictures or drawing the pictures • Students will make a needs and wants poster using magazine pictures or drawing the pictures
<ul style="list-style-type: none"> • Day 7: Identify the importance of a shelter 	6.1.2.Geo.HE.1 6.1.2.GeoHE.2	<ul style="list-style-type: none"> • Students will watch Brain Pop Jr. on the Smart Board about Homes • Students will take the online quiz as a group about Homes (Brain Pop Jr.) • Students will illustrate a picture of their house and write a sentence of why it is important
<ul style="list-style-type: none"> • Day 8: Identify the importance of a shelter 	6.1.2.GeoHE.4	<ul style="list-style-type: none"> • Read the story - Homes Around the World • Students will make a house using a brown lunch bag and construction paper
<ul style="list-style-type: none"> • Day 9: Identify how transportation helps move goods 	6.1.2.Geo.GI.1	<ul style="list-style-type: none"> • Students will watch Brain Pop Jr. on the Smart Board about transportation • Students will take the online quiz as a group about transportation (Brain Pop Jr.) • Students will draw how a potato or corn goes from a farm to our home (show all the forms of

		transportation)
<ul style="list-style-type: none"> Day 10: Identify the importance of saving and spending money 	6.1.2.EconET.4	<ul style="list-style-type: none"> Students will watch Brain Pop Jr. on the Smart Board about Saving and Spending Students will take the online quiz as a group about Saving and Spending (Brain Pop Jr.) Teacher shows money and coins from other countries or pictures of it Students create their own money (bills and coins)
<ul style="list-style-type: none"> Day 11: Review facts about traits of a family 	6.1.2.GeoPP.1 6.1.2.Geo.HE.1 6.1.2.Geo.HE.2	<ul style="list-style-type: none"> Review vocabulary words Students will work in pairs to complete a study guide Teacher and students will go over answers to the study guide
<ul style="list-style-type: none"> Day 12: Evaluate knowledge of facts about a family 	6.1.2.GeoPP.1 6.1.2.Geo.HE.1 6.1.2.Geo.HE.2	<ul style="list-style-type: none"> Students will complete an assessment on the Family Unit

Inclusive concepts

The Social Studies community allows for all levels to work together at their individual pace and level.

Unit Learning Goals - Unit 2- America

Students will learn how America became America. 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.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> textbook 	<ul style="list-style-type: none"> TeacherPayTeacher Activities Brainpopjr.com Maps/Google Maps YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Recognize that both people and countries have a past 	6.1.2.HistoryCC.1	<ul style="list-style-type: none"> Read the story - Homeplace by Anne Shelby Discuss how things change over time Draw and color a picture of their Home
<ul style="list-style-type: none"> Day 2: Recognize Native Americans as the first Americans and that there are different tribes 	6.1.2.HistoryCC.2	<ul style="list-style-type: none"> Students will watch Brain Pop Jr. on the Smart Board about the Iroquois Tribe Students will take the online quiz as a group about the Iroquois Tribe (Brain Pop Jr.) List as a whole group facts learned about the Iroquois Tribe
<ul style="list-style-type: none"> Day 3: Recognize Native Americans as the first Americans and that there are different tribes 	6.1.2.HistoryUP.1	<ul style="list-style-type: none"> Review the list of facts from the Iroquois Tribe Students will watch Brain Pop Jr. on the Smart Board about the Cherokee Tribe Students will take the online quiz as a group about the Cherokee Tribe (Brain Pop Jr.) List as a whole group facts learned about the Cherokee Tribe
<ul style="list-style-type: none"> Day 4: Compare and Contrast two Native American Tribes (Iroquois and Cherokee) 	6.1.2.HistoryUP.1 6.1.2.HistoryUP.2	<ul style="list-style-type: none"> Review the list about facts about both Native American Tribes - Iroquois and Cherokee Teacher draws a Venn Diagram on the Smart Board with the labels of both tribes (Iroquois and Cherokee) Fill in the Venn Diagram with facts about both tribes Discuss how they are different and the same
<ul style="list-style-type: none"> Day 5: Identify the characteristics of a Navajo Native American 	6.1.2.HistorySE.1	<ul style="list-style-type: none"> Students will write a title for their poster about the Navajo Teacher shows different pictures of what the Navajo Native American looks like Students will illustrate on the poster a Native American (Navajo)
<ul style="list-style-type: none"> Day 6: Research and document the food that 	6.1.2.HistoryUP.2	<ul style="list-style-type: none"> Students will predict what foods the Navajo

<p>the Navajo Tribe ate</p>	<p>6.1.2HistorySE.3</p>	<p>Tribe ate and the teacher will list them on chart paper</p> <ul style="list-style-type: none"> ● Research together what foods the Navajo Tribe ate (use smart board for all to see) ● Teacher will show a list of different foods that the Navajo tribe ate ● Students will choose three foods from the list that the Navajo ate and illustrate it on their poster with the heading “Food”
<ul style="list-style-type: none"> ● Day 7: Identify the area where the Navajo Tribe lived and the type of shelter they lived in 	<p>6.1.2.HistorySE.3</p>	<ul style="list-style-type: none"> ● Teacher will show on a map where the Navajo Tribe lived ● Students will draw those states on their poster and label ● Teacher will show pictures of hogans (shelter) that the Navajo Tribe lived in ● Students will draw a hogan on their poster and label
<ul style="list-style-type: none"> ● Day 8: Research and document the games played by the Navajo Tribe 	<p>6.1.2.HistorySE.3</p>	<ul style="list-style-type: none"> ● Research together what games the Navajo Tribe played (use smart board for all to see) ● Teacher will show some different games they played by showing pictures or videos ● Students will choose three games the Navajo Tribe played and illustrate it on their poster with the heading “Games”
<ul style="list-style-type: none"> ● Day 9: Identify different crafts the Navajo Tribe made 	<p>6.1.2.HistorySE.3</p>	<ul style="list-style-type: none"> ● Research together what crafts the Navajo Tribe made (use smart board for all to see) ● Teacher will show some pictures of different crafts the Navajo Tribe made ● Students will choose three crafts the Navajo Tribe made and illustrate it on their poster with the heading “Crafts”
<ul style="list-style-type: none"> ● Day 10: Create a model of a hogan 	<p>6.1.2.HistorySE.3</p>	<ul style="list-style-type: none"> ● Review what a hogan is and what it is made of ● Students will create a hogan using a bowl with a door cut out of it and use different shades of paper to demonstrate the materials they used (rip paper and glue to bowl)

<ul style="list-style-type: none"> • Day 11: Present facts about the Navajo Tribe 	6.1.2.HistorySE.3	<ul style="list-style-type: none"> • Students will share their Navajo Tribe poster with the class
<ul style="list-style-type: none"> • Day 12: Identify the route that Columbus took and facts about his journey 	6.1.2.HistoryUP.1 6.1.2.HistorySE.3	<ul style="list-style-type: none"> • Students will watch Brain Pop Jr. on the Smart Board about Christopher Columbus • Students will take the online quiz as a group about Christopher Columbus (Brain Pop Jr.) • Show on a map (Smart Board) the route that Columbus and the sailors took and landed • Students will write one fact about Christopher Columbus and draw a picture
<ul style="list-style-type: none"> • Day 13: Identify why and how the Pilgrims came to the New World 	6.1.2.HistoryUP.2 6.1.2.HistorySE.3	<ul style="list-style-type: none"> • Show a youtube video of <i>Pilgrims for Kids History of Pilgrims and the First Thanksgiving</i> by Learn Bright • Discussion about the video • Show on a map (Smart Board) the route that the Mayflower took and landed • Students will write one fact about the Pilgrims and draw a picture
<ul style="list-style-type: none"> • Day 14: Identify why the slaves from Africa came to the New World 	6.1.2.HistoryCA.1	<ul style="list-style-type: none"> • Teacher explains the definition of slaves and how they were forced to come with their owners to America • Show pictures of slaves working in the cotton field •
<ul style="list-style-type: none"> • Day 15: Explore Ellis Island and how it operated 	6.1.2.HistoryUP.3	<ul style="list-style-type: none"> • Students will watch Brain Pop Jr. on the Smart Board about Ellis Island • Students will take the online quiz as a group about Ellis Island (Brain Pop Jr.) • Students will create a suitcase (out of paper) and illustrate 3 things that they would take with them if going to Ellis Island to enter the New World
<ul style="list-style-type: none"> • Day16 : Review facts about the Navajo Tribe 	6.1.2.HistoryCC.1 6.1.2.HistoryCC.3	<ul style="list-style-type: none"> • Review vocabulary words • Students will work in pairs to complete a study guide • Teacher and students will go over answers to the study guide

<ul style="list-style-type: none"> Day 17: Evaluate facts about the Navajo Tribe 	6.1.2.HistoryCC.1 6.1.2.HistoryCC.3	<ul style="list-style-type: none"> Students will be assessed on the Navajo Tribe
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Unit Learning Goals - Unit 3- Government and Citizenship
Students will learn why we have a government, what its function is and the importance of laws. Students will learn about Thomas Jefferson's life and the important role he played in our government

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Textbook 	<ul style="list-style-type: none"> TeacherPayTeacher Activities Brainpopjr.com Maps/Google Maps YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Identify the 3 branches of government And why it is important to have laws 	6.1.2.CivicsPR.1 6.1.2.CivicsPI.6 6.1.2.CivicsPI.3	<ul style="list-style-type: none"> Watch a youtube video <i>3 Branches of Government</i> (Kids Educational video) Teacher and students discusses the 3 branches of government and respond to video Show a diagram of the 3 branches of government that they will be making and explain the steps in making it (use bigger paper)
<ul style="list-style-type: none"> Day 2: Create a diagram for the three branches of government 	6.1.2.CivicsPR.1 6.1.2.CivicsPI.6	<ul style="list-style-type: none"> Make a diagram of the 3 Branches of Government - Legislature (Congress), Executive (President), Judicial (Courts/Judge)

		<ul style="list-style-type: none"> ● Go outside to collect tree branches (sticks) to use instead of lines on diagrams ● Assemble branches to diagram
<ul style="list-style-type: none"> ● Day 3: Identify the jobs the President has for the Executive Branch 	6.1.2.CivicsPI.1 6.1.2.CivicsPI.6 6.1.2.CivicsPI.3 6.1.2.CivicsPD.2	<ul style="list-style-type: none"> ● Watch a youtube video of the responsibilities of a President. ● Teacher list jobs on the Smart Board that the President has for his/her duties ● Students will write about what part of being a president they would like
<ul style="list-style-type: none"> ● Day 4: Identify facts about the White House 	6.1.2.CivicsDP.3 6.1.2.CivicsDP.1	<ul style="list-style-type: none"> ● Review jobs the President has in the Executive Branch ● Watch a youtube video of the White House and facts about it ● Discuss as a whole group facts they learned from the video about the White House ● Students will create a new room for the White House by drawing and coloring a picture of it ● Share the room they created with the class
<ul style="list-style-type: none"> ● Day 5: Identify facts about our current president of the United States of America 	6.1.2.CivicsPD.1 6.1.2.CivicsPD.2	<ul style="list-style-type: none"> ● Read a book about our current president ● Students work with a partner and list facts they learned about the president from the book ● Teacher writes their facts on the Smart Board and add more as a group
<ul style="list-style-type: none"> ● Day 6: Identify the requirements to be the president of the USA and the steps of the Election Process 	6.1.2.CivicsPD.1 6.1.2.CivicsPD.2	<ul style="list-style-type: none"> ● Brain Pop Jr. video about how to become the president ● Participate in a mock election ● Students will choose whether they want to run for President or vice President ● Students will begin making posters and creating what their platform will be
<ul style="list-style-type: none"> ● Day 7: Continue the Election Process 	6.1.2.CivicsPD.1 6.1.2.CivicsPD.2	<ul style="list-style-type: none"> ● Finish posters ● Students who are running for office will speak to their classmates

Inclusive concepts

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Unit Learning Goals - Unit 4 - Our Community

Students will learn and identify where we live and that we are part of the world, a continent, a country, a state, a county, a town and a community

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">● Textbook	<ul style="list-style-type: none">● Scholastic News● “Me on the Map”, “Map My Neighborhood”● TeacherPayTeacher Activities● Brainpopjr.com● Maps/Google Maps and globe● YouTube videos (HomeschoolPop, Learn Bright)● Brochures of the Wildwoods

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none">● Day 1: Identify that a community is a place where people live, work and have fun together	6.1.2.EconET.4	<ul style="list-style-type: none">● Brain Pop Jr video on What is a Community?● Book- Me on the Map● Look at a map find USA- find NJ● Begin working on a Map Project- Add USA and NJ
<ul style="list-style-type: none">● Day 2: Identify that a community is a place where people live, work and have fun together	6.1.2.EconET.5	<ul style="list-style-type: none">● Review what a community is● Review finding our state on the map● Introduce our County- Cape May County● Map Project- Add Cape May County
<ul style="list-style-type: none">● Day 3: Identify that a community is a place	6.1.2.EconET.5	<ul style="list-style-type: none">● Review what we have learned so far

where people live, work and have fun together		<ul style="list-style-type: none"> • Review the book- Me on the Map • Introduce our island and our town Wildwood Crest • Map Project- Add Wildwood Crest
<ul style="list-style-type: none"> • Day 4: Learn about our community and how we are different because we live on an island 	6.1.2.EconEM.1 6.1.2.EconEM.2	<ul style="list-style-type: none"> • Review Me on the Map • Discuss how our community is special because we live on an island • Students will be shown how to find our island on Google Map on the smart board
<ul style="list-style-type: none"> • Day 5: Identify and learn that a neighbor is someone who lives in your neighborhood. A neighborhood can be different depending upon where you live. 	6.1.2.GeoPP.1	<ul style="list-style-type: none"> • Teacher will use pictures to show how different neighborhoods can be • Students will discuss the things and people you find in a neighborhood- make a list on the smart board • Teacher will show students how to find their home on Google Maps • Map Project - Add their street
<ul style="list-style-type: none"> • Day 6: Identify that The Wildwoods are a Tourist destination 	6.1.2.EconEM.2 6.1.2.EconNE.1	<ul style="list-style-type: none"> • Begin talking about why we have a boardwalk and a beach • Begin talking about how and why our island changes its population in the summer • Use Google Maps to show images of the beach and the boardwalk
<ul style="list-style-type: none"> • Day 7: Identify the importance of advertisement to help promote tourism to the Wildwoods 	6.1.2.EconEM.2 6.1.2.EconNE.1	<ul style="list-style-type: none"> • Watch a commercial on the smart board about the Wildwoods • Start brainstorming tourist spots on our island- write on a chart • Students will begin a project- Make their own brochure
<ul style="list-style-type: none"> • Day 8: Identify the importance of advertisement to help promote tourism to the Wildwoods 	6.1.2.EconEM.2 6.1.2.EconNE.1	<ul style="list-style-type: none"> • Students will begin designing their own Travel Brochure - Make up own island • Teacher will first show many examples of Brochures • Do the cover of the Brochure

<ul style="list-style-type: none"> Day 9: Identify the importance of advertisement to help promote tourism to the Wildwoods 	6.1.2.EconEM.2 6.1.2.EconNE.1	<ul style="list-style-type: none"> Continue designing Brochure- Do the left flap of the Brochure
<ul style="list-style-type: none"> Day 10: Identify the importance of advertisement to help promote tourism to the Wildwoods 	6.1.2.EconEM.2 6.1.2.EconNE.1	<ul style="list-style-type: none"> Continue designing their Brochure- Do the right flap of the Brochure
<ul style="list-style-type: none"> Day 11: Identify the importance of advertisement to help promote tourism to the Wildwoods 	6.1.2.EconEM.2 6.1.2.EconNE.1	<ul style="list-style-type: none"> Complete their Brochure- Design the back cover and share with the class

Inclusive concepts

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Unit Learning Goals - Unit 5- Economics- Needs and Wants

Students will identify that by working, people get the things they need and want. More products and services are available through trade. Technology has changed the way people meet their wants and needs.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Textbook Online benchmark assessment resource 	<ul style="list-style-type: none"> TeacherPayTeacher Activities Brainpopjr.com Maps/Google Maps YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets	NJSLS Performance Expectations	Instructional Activities
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<ul style="list-style-type: none"> ● Day 1: Identify that people work to earn money 	6.1.2.EconET.4	<ul style="list-style-type: none"> ● BrainPop Jr video on Saving and Spending ● Discuss different jobs and show students money (dollar and coins) ● Create a “classroom store” where students will earn money and learn about how to spend it
<ul style="list-style-type: none"> ● Day 2: Identify that volunteers do important jobs in a community without getting paid 	6.1.2.CivicsPI.4	<ul style="list-style-type: none"> ● Read, “The Big Book of Who - Community Helpers” by National Geographic Kids ● Create a Poster, students will cut out pictures from magazines or draw pictures of volunteers doing different jobs, add it to the poster ● Discussion to follow
<ul style="list-style-type: none"> ● Day 3: Identify that a tax is what people pay a community to support it 	6.1.2.EconET.5	<ul style="list-style-type: none"> ● Watch, “What Are Taxes?” on Educational Video for Kids ● Discussion ● Use the “classroom store” to show taxes on the items for sale ● Explain that the taxes added to these items will help support our class (classroom party, etc.)
<ul style="list-style-type: none"> ● Day 4: Identify that needs are things people must have to live 	6.1.2.EconET.1	<ul style="list-style-type: none"> ● BrainPop Jr on Needs and Wants ● Discuss the different needs of people (water, food, clothing, shelter, oxygen) ● Complete a poster board of things we need
<ul style="list-style-type: none"> ● Day 5: Identify wants are things people desire but do not need to live 	6.1.2.EconET.1	<ul style="list-style-type: none"> ● Discuss the Needs and Wants video from previous lesson ● Class discussion on wants ● Complete a poster board of things we want ● Students will compare wants and needs and place them in the correct category
<ul style="list-style-type: none"> ● Day 6: Identify a factory is a building where things are made 	6.1.2.EconEM.1 6.1.2.EconGE.1	<ul style="list-style-type: none"> ● Explain what a factory is ● Students will participate in a “team building” activity where they will recreate an assembly line. Students will be given a certain amount of time to pass leggos down the line to build a

		final product
<ul style="list-style-type: none"> Day 7: Identify how technology has improved our ability to get goods quicker, easier and better 	6.1.2.Geo.GI.1 6.1.2.Geo.GI.2	<ul style="list-style-type: none"> Watch on YouTube “Industrial Revolution,” Educational Video for Kids Show pictures of past and present technology and delivery methods Students will sort pictures “then and now”
<ul style="list-style-type: none"> Day 8: Evaluate student knowledge on economics 	6.1.2.EconNE.1	<ul style="list-style-type: none"> Students will take end of unit assessment

Inclusive concepts

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Unit Learning Goals - Unit 6- Geography

Students will identify where we live. 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.

Core Instructional Materials

- Textbook

Supplemental Materials

- Scholastic News
- TeacherPayTeacher Activities
- Brainpopjr.com
- Maps/Google Maps and globe
- YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets

- Day 1: Identify that Geography tells about the

NJSLS Performance Expectations

6.1.2.Geo.SV.1

Instructional Activities

- Brainpop Jr, “Reading Maps”

Earth, people, plants, and animals that live on it.		<ul style="list-style-type: none"> • Students will create a Geography Book- Add to it everytime we learn something new • Add a neighborhood map to Geography Book
<ul style="list-style-type: none"> • Day 2: Identify that our country is made up of capitals and states. 	6.1.2.Geo.HE.3	<ul style="list-style-type: none"> • Watch, "50 States and Capitals Song," on YouTube • Students will learn and practice this song throughout the unit • Add States and Capitals to Geography Book
<ul style="list-style-type: none"> • Day 3: Identify that our world is made up of seven continents and four oceans. 	6.1.2.Geo.SV.1	<ul style="list-style-type: none"> • BrainPop Jr on Continents and Oceans • Look at pictures of the 7 continents and the 4 oceans • Begin adding Continents and Oceans to Geography Book
<ul style="list-style-type: none"> • Day 4: Identify that our country is made up of various landforms and bodies of water. 	6.1.2.Geo.SV.1	<ul style="list-style-type: none"> • Review Continents/Oceans • Brainpop Jr on Landforms • Look at pictures of various landforms • Add Landforms to Geography Book
<ul style="list-style-type: none"> • Day 5: Identify that our country is made up of various landforms and bodies of water. 	6.1.2.Geo.SV.1	<ul style="list-style-type: none"> • Review landforms • Introduce bodies of water • Add water forms to Geography Book (water forms - ocean, river, lake, bay)
<ul style="list-style-type: none"> • Day 6: Identify that summer, fall, winter, and spring affect our daily lives by making us adapt to changes. 	6.1.2.GeoPP.1 6.3.2.GeoGI.1 6.1.2.Geo.HE.1	<ul style="list-style-type: none"> • Watch, "The Four Seasons for Kids" on YouTube • Discuss the differences in the same picture taken during 4 different seasons • Complete 4 season paper
<ul style="list-style-type: none"> • Day 7: Identify that a natural resource is something that is in nature that is ready for people's use. 	6.1.2.GeoPP.1	<ul style="list-style-type: none"> • Show pictures of natural resources. • Explain that natural resources come from nature • Add 3-4 natural resources to our Geography

		Book
<ul style="list-style-type: none"> Day 8: Identify the importance of taking care of the Earth if we want our planet to survive 	6.1.2.Geo.HE.3	<ul style="list-style-type: none"> Discuss why our planet is important Chart paper- brainstorm how we can take care of Earth Discuss how to recycle Add Don't Pollute and Recycle to our Geography Book
<ul style="list-style-type: none"> Day 9: Evaluate student knowledge on geography 	6.1.2.GeoPP.1	<ul style="list-style-type: none"> Students will take end of unit assessment

Inclusive concepts

- The Social Studies community allows for all levels to work together at their individual pace and level.

Unit Learning Goals - Unit 7- Holidays- Celebrating culture and Heritage

Students will learn about the importance of honoring and celebrating holidays throughout the year. These holidays will be discussed during the appropriate time of the school year.

Core Instructional Materials

- Textbook

Supplemental Materials

- TeacherPayTeacher Activities
- Brainpopjr.com
- YouTube videos (HomeschoolPop, Learn Bright)

Daily Targets

- Day 1: Identify that Labor Day is a holiday to show respect for our country's working people

NJSLS Performance Expectations

6.1.2.HistoryUP.2
6.1.2.HistorySE.1

Instructional Activities

- Play "Who's Who" Game (show pictures of different community workers and have

		<p>students guess who they are and what they do</p> <ul style="list-style-type: none"> ● Create a “We Appreciate Workers” picture book that includes different jobs
<ul style="list-style-type: none"> ● Day 2: Identify Thanksgiving Day is a holiday we remember the feast shared by the Pilgrims and Native Americans 	<p>6.1.2.HistoryUP.2 6.1.2.HistorySE.1</p>	<ul style="list-style-type: none"> ● Read, “The Story of the Pilgrims” or “The First Thanksgiving” ● Divide the class into groups and assign roles (Pilgrims, Native Americans and a narrator) ● Students will practice a short skit about the Pilgrims arriving, meeting the Native Americans, and sharing a meal together
<ul style="list-style-type: none"> ● Day 3: Identify different Winter Holidays (Christmas, Kwanzaa, and Hanukkah) 	<p>6.1.2.HistoryUP.2 6.1.2.HistorySE.1 6.1.2.CivicsDP.3</p>	<ul style="list-style-type: none"> ● Watch BrainPop Jr on Winter Holidays ● Discuss the 3 different winter holidays talked about in the video ● Complete a craft for each holiday
<ul style="list-style-type: none"> ● Day 4: Identify Martin Luther King, Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights 	<p>6.1.2.CivicsDP.3 6.1.2.CivicsCM.3</p>	<ul style="list-style-type: none"> ● Read the picture book, “The Story of Martin Luther King Jr.” ● Discussion ● Students will complete “I Have a Dream” craft where they will write about their dream for kindness and fairness
<ul style="list-style-type: none"> ● Day 5: Identify that Presidents’ Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln. 	<p>6.1.2.CivicsDP.3</p>	<ul style="list-style-type: none"> ● Show large pictures of George Washington and Abraham Lincoln with explanation of why they are important ● Watch Youtube Video “President’s Day” ● Discussion ● Students will create George Washington or Abraham Lincoln paper hats
<ul style="list-style-type: none"> ● Day 6: Identify that Memorial Day is when we show respect for the soldiers who died for our country. 	<p>6.1.2.HistoryUP.2 6.1.2.HistorySE.1</p>	<ul style="list-style-type: none"> ● Watch on YouTube “Why Do We Celebrate Memorial Day?” ● Write Thank You cards to send to Veterans or activity military members expressing gratitude ●
<ul style="list-style-type: none"> ● Day 7: Identify that Independence Day is 	<p>6.1.2.CivicsDP.3</p>	<ul style="list-style-type: none"> ● Read either story, “The Story of the Fourth of

when we celebrate our country's birthday.		July” or “A is for America” by the National Geographic Series <ul style="list-style-type: none">• Timeline Activity, “The Birthday of America”• Create a timeline with one end marked 1776, America’s Birthday• Students will help create birthday symbols (fireworks, balloons, etc) to place on the timeline
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Inclusive concepts

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