

Moonachie School District¹ Social Studies Curriculum: Grade 1

New Jersey Student Learning Standards for Social Studies

Born On: August 23, 2022
Re-Adoption: August 26, 2025

Social Studies Disciplinary Practices:

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Therefore, all Social Studies Practices are naturally integrated throughout each area of study.

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	s Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
------------------------	---

SOCIAL STUDIES

Grade 1: Civics

6.1 U.S. History: America in the World

Disciplinary Concept: Civics, Government, And Human Rights

Amistad

Disciplinary Concept	Core Ideas	Performance Expectation Standards
Civics And Political Institutions The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.	Local community and government leaders have roles and responsibilities to provide services for their community members.	6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
	Rules for all to live by are a result of the actions of government, organizations, and individuals	6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
	The actions of individuals and government affect decisions made for the common good.	6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsPI.6: Explain what government is and its function.
Disciplinary Concept	Core Ideas	Performance Expectation Standards

Participation and Deliberation Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.	When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Democratic Principles Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Processes and Rules Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	6.1.2.CivicsPR.1: Determine what makes a good rule or law. 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
	Processes and rules should be fair, consistent, and respectful of the human rights of all people.	6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Disciplinary Concept	Core Ideas	Performance Expectation Standards
Civic Mindedness Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.	Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<ul style="list-style-type: none"> Rules and laws are developed to protect people's rights and the security and welfare of society. The United States democratic system requires active participation of its citizens. Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. Predict outcomes of behavior. Identify students' responsibilities to one another in the school community. 	<p>Inquiry Project: Civics Students will watch a video depicting various people that help students in school.</p> <p>Preview Activity: Two on a Task Formative: Class Participation Students will examine the importance of cooperative skills in completing a task.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will be introduced to key vocabulary terms.</p> <p>Getting Along</p>	<p>Formative: Class Participation Students will explore the question How do we help others?</p> <p>Formative: Class Participation Students will help each draw a picture using directions and blindfolds.</p> <p>Formative: Benchmark Assessments Students will be able to match the term to a nonlinguistic representation.</p> <p>Formative: Class Participation</p>	Chart Paper Maps LCD Projector Textbooks Computer/Speakers Leveled Readers Graph Paper Teacher Resources: <ul style="list-style-type: none"> Current Events Scholastic News Leveled Scholastic Library Local Newspapers For Current Events www.discoveryeducation.com

<ul style="list-style-type: none"> ● Identify the benefits of four ways of cooperating in school. ● Explain what it means to play fairly and be a good sport. ● Express comfort with people who are both similar to and different from them and engage respectfully with all people. ● Identify similarities and differences among classmates. ● Compare and contrast classmates' personal preferences and talents. ● Categorize classmates according to their special talents. ● Analyze the costs and benefits of different choices. ● Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people ● Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way ● Respond to diversity by building empathy, respect, understanding, and connection. 	<p>Formative: Class Participation Students will learn songs about cooperative behaviors.</p> <p>Being Good Sports Formative: Class Participation Students will play a simple game and learn how to be good sports by using sentence starters,</p> <p>Two Goats on a Bridge Formative: Discussions Students will listen to and discuss a story about two goats who discover the importance of getting along.</p> <p>Show what you know Students will complete a dialogue showing how two people in the story can get along with each other.</p> <p>Preview Activity: Autographs Formative: Class Participation Students will ask each other questions that gather information about interests and hobbies. Students will learn the importance of learning from each other.</p> <p>Vocabulary activity Formative: Benchmark Assessments Students will learn the terms, alike, different and learn, by completing a matching activity.</p> <p>Talk it Out</p>	<p>After watching a video, students will then act out ways to get along with others at school.</p> <p>Formative: Class Participation Students will model supportive and positive statements.</p> <p>Formative: Discussions Class discussions</p> <p>Summative: Benchmark Assessments Students will complete dialogue through whole and small group discussion</p> <p>Formative: Class Participation Teacher will circulate the room and join in on student discussions.</p> <p>Formative: Benchmark Assessments Students will complete a written or verbal response about the terms through matching activities.</p> <p>Formative: Class Participation</p>	
--	---	--	--

<ul style="list-style-type: none"> ● Identify the purpose and benefits of having rules at school ● Compare rules at home with rules at school and laws in the community. ● Illustrate the consequences of following and breaking rules. ● Regulate one's emotions and behaviors ● Recognize unfairness on an individual level and its harmful impact. ● Make decisions about the best way to be a good citizen. ● Describe characteristics of being a good citizen. ● Behave responsibly in personal and community contexts. ● Make constructive and respectful choices that consider the well-being of self and others. ● Recognize leadership capacity in oneself and others. ● Identify family, school, and community groups. ● Sort pictures according to specified criteria. ● Apply knowledge about groups to one's own life. ● Develop positive social identities based on 	<p>Formative: Class Participation Students will practice listening and speaking skills with a partner. Students will learn about why it is important to take turns.</p> <p>Show what you know Summative: Benchmark Assessments Students will interview a classmate and share why that classmate is special. Students will accompany the report with a "mirror" drawing.</p> <p>Preview activity: Rules of the Game Formative: Discussions Students will play two games - one with rules and one without. Students will discuss why rules are important.</p> <p>Vocabulary activity Formative: Benchmark Assessments Students will know the difference between the words, fair, rules and safe, through a guided matching activity.</p> <p>Looking for Rules Formative: Discussions Students will view videos and images that show common classroom scenarios. Students will discover how rules help us get along and be safe through a guided discussion activity.</p> <p>Rules for Fairness Formative: Class Participation</p>	<p>Students will practice taking turns with partners or small groups to understand the importance.</p> <p>Summative: Benchmark Assessments The teacher will assess the student report and drawing.</p> <p>Formative: Discussions Students will discuss in small and whole groups after playing the games to identify the importance of rules.</p> <p>Formative: Benchmark Assessment Graded activity</p> <p>Formative: Discussions Small and whole group discussion on how rules help people to get along</p> <p>Formative: Class Participation</p>	
---	--	--	--

<p>membership in multiple groups in society.</p> <ul style="list-style-type: none"> • Develop language and historical and cultural knowledge that affirm and accurately describe membership in multiple identity groups. • Recognize that people's multiple identities interact and create unique and complex individuals. • Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people • Discuss how fairness and respect make people feel accepted 	<p>Students will complete a puzzle activity to demonstrate how rules keep us safe and help us be fair.</p> <p>Show what you know Summative: Benchmark Assessments Students will discuss how rules are important and what happens when it is followed and when it is not.</p> <p>Preview Activity: School Behaviors Formative: Class Participation Students will determine if a picture is showing behavior appropriate for school or not appropriate for school.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will complete sentences to demonstrate their understanding of the terms: Golden Rule, respect and responsibility.</p> <p>Puzzling Photos Formative: Class Participation Students will learn that "we do our best", "we take care of our things," and "we respect each other."</p> <p>Follow-the-Leader Formative: Class Participation Students will discuss the importance of leadership, leaders in classroom, school, and history.</p> <p>Show what you know</p>	<p>Teacher will discuss students' answers on rules and assess puzzles.</p> <p>Summative: Benchmark Assessments Students will create a "talking picture" that describes a rule and demonstrates what happens when it is followed and when it is not.</p> <p>Formative: Class Participation Discuss picture (Whole class)</p> <p>Formative: Benchmark Assessments Sentence completion</p> <p>Formative: Class Participation Students will practice cooperation by solving puzzles using photographs.</p> <p>Formative: Class Participation Students will create little skits that show how people can lead by example.</p>	
--	---	--	--

	<p>Summative: Benchmark Assessments Students will discuss the characteristics of leadership within the classroom and how to be a good leader.</p> <p>Preview Activity: Fernando's Groups Formative: Class Participation Students will watch a video about a student named Fernando and all of the groups he belongs to.</p> <p>Vocabulary activity Formative: Benchmark Assessments Students will examine different types of groups</p> <p>My Groups Formative: Discussions Students will share the different groups that they belong</p> <p>Station Activity Formative: Class Participation Students will discuss the different types of groups (community, family, and group)</p> <p>Show what you know Students will draw pictures that represent examples of the three different types of groups.</p> <p>Words Set Me Free Students will listen to a read aloud about Fredrick Douglas and complete an activity where they work with a</p>	<p>Summative: Benchmark Assessments Students will draw a picture that shows what a classroom leader looks like and what they do to be a good leader.</p> <p>Formative: Class Participation Teacher will ask questions about the main character, setting and specific components of the video.</p> <p>Formative: Benchmark Assessments Identify the different types of groups and define the terms: community, family and group.</p> <p>Formative: Discussions Students will explain how groups are similar or different to each other in small groups.</p> <p>Formative: Class Participation Students will participate in a station activity and match pictures with different types of groups.</p> <p>Formative: Benchmark Assessments Students will draw pictures that represent examples of the three different types of groups.</p>	
--	---	---	--

	partner to identify ways to make sure classroom rules are equal and fair to all.		
Vocabulary	good sport, listen, play fairly, share, take turns, talk, alike, different, learn, fair, rule, safe, Golden Rule, respect, responsible, community, family, group		
Interdisciplinary Connections	SL.PE.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. A) Introduce a topic. B) Develop the topic with facts and other information and examples related to the topic; C) Provide a conclusion		
Career Readiness, Life Literacies and Key Skills	CRP1. Act as a responsible and contributing community members and employee CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.		
Computer Science and Design Thinking	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.		

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504

Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetechnology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
--	--	--	--	---

Grades 1		
6.1 U.S. History: America in the World		
Disciplinary Concept: Geography, People, and the Environment AAPI		
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Human Population Patterns Human population patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.	Physical and human characteristics affect where people live (settle).	6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
Disciplinary Concept	Core Ideas	Performance Expectation Standards

Spatial Views of the World Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.	A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
	Geographic data can be used to identify cultural and environmental characteristics of places.	6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Human Environment Interaction Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.	Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
Disciplinary Concept	Core Ideas	Performance Expectation Standards

<p>Global Interconnections</p> <p>Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.</p>	<p>Global interconnections occur between human and physical systems across different regions of the world.</p>	<p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>6.3.2.Geo.GI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p> <p>6.3.2.Geo.GI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</p>
--	--	--

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<ul style="list-style-type: none"> Maps are used to tell direction and to communicate what an area looks like. The physical geography of a place can influence the choices people make. Family traditions and vacations can be influenced by the geographic features around them. What is a map? Why are families special? Where do families live? What are family traditions? Read a classroom map. Use a compass rose to determine direction. 	<p>Social Studies Inquiry Project: Geography</p> <p>Formative: Class Participation</p> <p>Students will investigate a story of a family fishing trip.</p> <p>Preview Activity: Classroom Map</p> <p>Formative: Class Participation</p> <p>With a partner, students will review a map of a classroom and guess how they can use symbols to describe the relationships among places on the map.</p> <p>Read aloud: <u>Maya Lin: Artist-Architect of Light and Lines</u> by Jeanne Walker Harvey</p> <p>Vocabulary Activity</p> <p>Formative: Benchmark Assessments</p>	<p>Formative: Class Participation</p> <p>Students will identify what makes living in a certain area special and answer the question "How can you show where you live?" and what makes its special.</p> <p>Formative: Class Participation</p> <p>Teacher will walk around to assist with students' maps.</p> <p>Formative: Benchmark Assessment</p> <p>Assess worksheet</p>	<p>Chart Paper</p> <p>Maps</p> <p>LCD Projector</p> <p>Textbooks</p> <p>Computer/Speakers</p> <p>Leveled Readers</p> <p>Graph Paper</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> Current Events Scholastic News Leveled Scholastic Library Local Newspapers For Current Events www.discoveryeducation.com

<ul style="list-style-type: none"> ● Use a compass rose and geographic clues to assemble a map puzzle. ● Read a map key and geographic clues to assemble a map puzzle. ● Identify maps that show local areas, the United States, and the world ● Use a systematic approach to decision making. ● Use physiographic and cultural clues to identify the places six families live. ● Name examples for three categories of family attributes (i.e., family roles, types of home, and types of activity). ● Compare and contrast communities in terms of their physical features, climate, and human activities. ● Describe how families are both similar to and different from each other. ● Recognize traits of the dominant culture, home culture, and other cultures. ● Respond to diversity by building empathy, respect, understanding, and connection. ● Show how geography affects the way of life in different regions across the United States. 	<p>Students will complete a "fill-in-the-blank" worksheet that will demonstrate their understanding of the terms: compass rose, directions, map, map key and symbols.</p> <p>Learning to Read a Map Formative: Class Participation Students will use a map and map key to learn about a small town.</p> <p>Using the Compass Rose Formative: Class Participation Students will participate in a cooperative activity that will re-construct a map using the compass rose.</p> <p>Show what you know Summative: Benchmark Assessments Students will complete a map activity using the information learned during the lesson.</p> <p>Preview Activity: Your Family Formative: Class Participation Students will draw or write down four ways that their family is special.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will match pictures with the new vocabulary words: activity, family members and home.</p> <p>Taking a Road Trip Formative: Class Participation In pairs, students will learn about six families on a road trip across the United</p>	<p>Formative: Class Participation Discussion about the town you live in and to review maps.</p> <p>Formative: Class Participation The students' understanding of a compass rose and how they participated in the construction of the map.</p> <p>Benchmark Assessment Map Activity</p> <p>Formative: Class Participation Family Activity</p> <p>Formative: Benchmark Assessments Matching Assessment</p> <p>Formative: Class Participation Anecdotal notes and/or exit ticket</p>	
--	--	---	--

<ul style="list-style-type: none"> • Use the geographic inquiry process to analyze videos of various environments and explain how they affect peoples' lives. • Identify cultural and environmental characteristics of a place. • Explain how weather, climate, and other environmental characteristics affect people's lives. • Identify facts and concepts associated with a supporting question. • Demonstrate an awareness and respect for one's similarities and differences with others. • Compare cultural and physical traits of different places. • Compare and contrast one's own family traditions with the traditions of other families. • Identify a tradition associated with a particular part of the world. • Identify and discuss fun family traditions from all over the world. • Learn how family traditions reflect local and regional cultures. • Recognize traits of the dominant culture, home 	<p>States. Students will use evidence to match pictures to the locations of the stories/stations.</p> <p>Playing Charades Formative: Class Participation Students will act out the locations and activities that each family experienced in the station activity,</p> <p>Show what you know Summative: Benchmark Assessments Students will write a postcard that describes to a friend a place visited on the road trip or about the place they live.</p> <p>Preview Activity: Landforms Formative: Class Participation Students will draw and explain the land, weather, and other geographical features of where they live. A whole class discussion will explore student observations.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will identify the differences between a resource and a landform by correctly matching the term with a series of pictures.</p> <p>Geography Affects our Lives Formative: Discussions Students will participate in a jigsaw activity to explore six different regions around the United States. Students will compare how</p>	<p>Formative: Class Participation Station activity/student acting</p> <p>Summative: Benchmark Assessments Rubric on the completed postcard</p> <p>Formative: Class Participation Review student student drawing as well as assess students answers to teacher guided questions based on geographical features.</p> <p>Formative: Benchmark Assessments Completion of a graphic organizer</p> <p>Formative: Discussions Review student activity of the regions and students answer to class discussions.</p> <p>Summative: Benchmark Assessments</p>	
--	--	--	--

<p>culture, and other cultures and understand how to negotiate identity in multiple spaces.</p> <ul style="list-style-type: none"> Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 	<p>geography influences how people live in each area.</p> <p>Show what you know Summative: Benchmark Assessments Students will analyze a drawing of a town and hypothesize three ways its geography could affect family activities there.</p> <p>Preview Activity: Family Traditions Formative: Discussions Students will be introduced to the concept of family traditions by exploring how students celebrate their birthday.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will learn the terms: celebrate, holiday, tradition through a picture and writing activity.</p> <p>Traditions Around the World Formative: Discussions Students will watch videos that will show family traditions from around the world.</p> <p>Explore your Traditions Formative: Discussions Students will share about their own family traditions. Students can volunteer to point out where your tradition takes place on the world map.</p> <p>Show what you know Formative: Benchmark Assessments After discussions of various cultural and family traditions with peers and teacher</p>	<p>Rubric on the students' written or verbal explanation of the geography's effects of families.</p> <p>Formative: Discussions Small or whole group discussion and/or written responses on birthday celebrations</p> <p>Formative: Benchmark Assessments Assess terms based on writing activity.</p> <p>Formative: Discussions Students will discuss a tradition with a partner and/or complete a graphic organizer</p> <p>Formative: Discussions Family Traditions/class discussion</p> <p>Formative: Benchmark Assessments Students will draw and write about a family tradition.</p>	
---	---	---	--

	examples the teacher will model drawing and writing about one of their family traditions.		
Vocabulary	compass rose, direction, map, map key, symbol, activity, family member, home, landform, resources, celebrate, holiday, tradition, culture trait, physical trait, family roles, diversity, empathy, respect, understanding, connection, decision making		
Interdisciplinary Connections	SL.PE.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. A) Introduce a topic. B) Develop the topic with facts and other information and examples related to the topic; C) Provide a conclusion		
Career Readiness, Life Literacies and Key Skills	CRP1. Act as a responsible and contributing community members and employee CRP3. Consider the environmental, social and economic impacts of decisions. 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals		
Computer Science and Design Thinking	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.		

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504

Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetechology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
--	---	--	--	---

Grades 1		
6.1 U.S. History: America in the World		
Disciplinary Concept: Economics, Innovation, and Technology		
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Economic Ways of Thinking Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.	Individuals make decisions based on their needs, wants, and the availability of resources.	6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
	Limited resources influence choices.	6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
	Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
Disciplinary Concept	Core Ideas	Performance Expectation Standards

<p>Exchange and Markets Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.</p>	<p>Goods and services are produced and exchanged in multiple ways.</p>	<p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p>
Disciplinary Concept	Core Ideas	Performance Expectation Standards
<p>National Economy The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)</p>	<p>The availability of resources influences current and future economic conditions.</p>	<p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p>
	<p>Governments play an economic role in the lives of individuals and communities.</p>	<p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p>
Disciplinary Concept	Core Ideas	Performance Expectation Standards
<p>Global Economy The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential</p>	<p>Core Idea: There are benefits to trading goods and services with other countries.</p>	<p>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries</p>

in evaluating policies to influence trade among individuals and businesses in different countries.		
--	--	--

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<ul style="list-style-type: none"> Economics is the study of how people provide for their "needs" and "wants" with the resources available to them. Jobs are ways that people exchange their work and services for money and resources. Chores are one way that "needs" and "wants" can be taken care of in a family. Sometimes you must sacrifice a "want" in order to meet a "need". Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes. Who works at my school? What do families need and want? How do family members care for each other? What do good neighbors do? Make inferences about a person's job from video images. Give supporting evidence for inferences. 	<p>Social Studies Inquiry: Economics Formative: Discussions Students will watch a video about a family shopping.</p> <p>Preview Activity: Pictures of Jobs Formative: Class Participation Students will understand the difference between service and non-service jobs through a picture matching activity.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will examine the difference between key vocabulary words: income, jobs, service and skills by completing pictures with definitions.</p> <p>Jobs in your School Formative: Discussions Students will watch videos about the types of jobs in their school. Students will make a claim about each job and support it with visual evidence.</p> <p>Show what you know Summative: Written Assessments</p>	<p>Formative: Discussions Students will discuss possible answers to the question "<i>What can a trip to the store teach us about economics?</i>"</p> <p>Formative: Class Participation Class discussion, teacher guided questions as well as the matching activity.</p> <p>Formative: Benchmark Assessment The teacher will assess the students' completion of the matching of the pictures and the definition.</p> <p>Formative: Discussions Students will make a claim about each job and support it with visual evidence.</p> <p>Summative Assessments</p>	<p>Chart Paper Maps LCD Projector Textbooks Computer/Speakers Leveled Readers Graph Paper</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> Current Events Scholastic News Leveled Scholastic Library Local Newspapers For Current Events www.discoveryeducation.com

<ul style="list-style-type: none"> ● Identify the contributions of service providers in the school. ● Identify when help is needed and who can provide it. ● Respectfully express curiosity about the lived experiences of others. ● Distinguish between needs as things we must have to live and wants as things it would be nice to have. ● Identify food, clothing, and shelter as needs each family has. ● Understand that people use money to buy goods and services in markets. ● Explore the choices people make when buying needs and wants. ● Describe jobs that people do to earn money to meet their needs and wants. ● Identify items a family might need and want while away from home. ● Make constructive and respectful choices that consider the well-being of self and others. ● Analyze the harmful impact of injustice on the world today. ● Give examples of one's own family activities to relate new concepts to personal experience. 	<p>Students will write a thank you note to a service worker in the school building.</p> <p>Preview Activity: Marketplace Game Formative: Class Participation Students will create game pieces that demonstrate five key concepts introduced during this lesson: food, shelter, clothing, services and fun.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will match the correct picture with the key vocabulary introduced during the lesson. Those words are: goods, market, needs, price, shelter and wants.</p> <p>Sorting Needs and Wants Formative: Discussions Students will sort a number of items to determine if they are a "need" or a "want." Students will discuss how sometimes the definition of a need or a want can be different among people.</p> <p>Playing the Marketplace Game Formative: Class Participation Students will use money to purchase five items in the marketplace that reflect key needs and wants. Students will examine the economic decisions required to meet "needs" while also trying to afford "wants."</p> <p>Show what you know</p>	<p>Thank you note</p> <p>Formative: Class Participation Completion of game pieces adhering to the criterion in a teacher created rubric</p> <p>Formative: Benchmark Assessment Matching assessment</p> <p>Formative: Discussions Small group discussion of needs and wants; anecdotal notes and/or exit ticket</p> <p>Formative: Class Participation Class discussion of the economic decisions the students made over "wants" vs "needs."</p>	
--	--	---	--

<ul style="list-style-type: none"> ● Discuss ways to show caring within a family system by completing chores. ● Use reasoning skills to place steps for six different chores in chronological order. ● Behave responsibly in personal and community contexts. ● Build, establish and maintain healthy relationships. ● Develop positive social identities based on their membership in multiple groups in society. ● Define the concepts of neighborhood and neighbors. ● Identify the types of behavior that characterize good neighbors. ● Evaluate behaviors and choose those that illustrate a way of being neighborly. ● Express comfort with people who are both similar to and different from themselves and engage respectfully with all people. ● Behave responsibly in personal and community contexts 	<p>Summative: Written Assessments Students will explain their choices made during the marketplace game and explore other options that they did not choose.</p> <p>Grandma Bond's Chores Formative: Discussions Students will review the list of chores needed to be completed at Grandma Bond's apartment. Students explore how the family might help their grandma.</p> <p>Vocabulary activity Formative: Benchmark Assessments Students will examine the terms, bond and chore, through a vocabulary activity.</p> <p>Programming a Chorebot Formative: Class Participation Students will explore a station activity and determine the correct order to complete the chores. The students will then program the "chorebot" to help.</p> <p>Show what you know Summative: Benchmark Assessments Students will draw three chores that they can do that will help their family around the house.</p> <p>Preview Activity: Good Neighbors Formative: Discussions</p>	<p>Summative: Written Assessments Written argumentative responses providing a rationale for student game choices based on teacher created rubric</p> <p>Formative: Discussions Class discussion about helping others.</p> <p>Formative: Benchmark Assessments Completion of notes, graphic organizer, sort, and/or small group discussion on vocabulary terms</p> <p>Formative: Class Participation Review the timeline of events and then assist the students with the order of events.</p> <p>Summative: Benchmark Assessments Completion of chore drawings based on teacher created rubric</p> <p>Formative: Discussions Discuss the term neighbor as well as the past lesson about helping. Discuss the importance of being a good</p>	
--	---	--	--

	<p>Students will review four pictures and determine what are some examples of being a good neighbor.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will draw and color examples of good neighbors while learning the difference between the terms neighbor and neighborhood.</p> <p>"I Spy" a Good Neighbor Formative: Class Participation Students will review a series of pictures and summaries that demonstrate good neighbors.</p> <p>Show what you know Summative: Benchmark Assessments Students will share a drawing or picture of one of their neighbors and describe that person as an example of a good neighbor.</p>	<p>neighbor at home as well as in the classroom.</p> <p>Formative: Benchmark Assessments Completed "good neighbor" drawings and small group discussion</p> <p>Formative: Class Participation Students will use visual evidence to make a claim about each picture.</p> <p>Summative: Benchmark Assessments Presentation of "good neighbor" drawing to whole or small group adhering to criterion of teacher created rubric</p>	
Vocabulary	income, job,. service, skills, goods, market, need, price, shelter, want, bond, chore, neighbor, neighborhoods, responsibility, healthy relationships		
Interdisciplinary Connections	SL.PE.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. A) Introduce a topic. B) Develop the topic with facts and other information and examples related to the topic; C) Provide a conclusion		
Career Readiness, Life Literacies and Key Skills	CRP1. Act as a responsible and contributing community member and employee. CRP2. Apply appropriate academic and technical skills.		

	CRP5. Consider the environmental, social and economic impacts of decisions. 9.1.2.FP.2: Differentiate between financial wants and needs. 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
Computer Science and Design Thinking	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistivetchnology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Grades K-2		
6.1 U.S. History: America in the World		
Disciplinary Concept: History, Culture, and Perspectives Holocaust		
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Continuity and Change Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also	Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make

involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.		inferences about the "big picture" of history.
	Understanding the past helps to make sense of the present.	6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Understanding Perspectives Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.	Two or more individuals can have a different understanding of the same event.	6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
	Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Historical Sourcing and Evidence Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.	The nature of history involves stories of the past preserved in a variety of sources.	6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
	Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
Disciplinary Concept	Core Ideas	Performance Expectation Standards

<p>Claims and Argumentation</p> <p>Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p>Historians create arguments outlining ideas or explanations based on evidence.</p>	<p>6.1.2.HistoryCA.1: Make an evidence-based argument on how and why communities change over time (e.g., locally, nationally, globally).</p>
---	---	--

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<ul style="list-style-type: none"> Schools and education have changed a lot in the past 100 years. Families change as their members get older and new family members join the group. Timelines and artifacts can help us see and predict changes over time. What did schools look like long ago? How have families changes over time? Predict uses of pictured historical artifacts. Compare and contrast past and present school life, with an emphasis on schoolhouses, classrooms, classwork, and children's lives. 	<p>Inquiry Based Project: History Formative: Class Participation Students will explore a classroom from long ago. Students will identify some things that are the same and many things that are different.</p> <p>Preview Activity: One Room Schoolhouse Formative: Class Participation Students will use a picture to identify eight items that could be found in a classroom from long ago.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will use a picture matching activity to explore the meaning of the following terms: Classwork, Past, and schoolhouse.</p>	<p>Formative: Class Participation Students will examine the question: "<i>In what ways have schools and families changed over time?</i>"</p> <p>Formative: Class Participation Students will match items from long ago to today.</p> <p>Formative: Benchmark Assessments Assess matching activity</p>	<p>Chart Paper Maps LCD Projector Textbooks Computer/Speakers Leveled Readers Graph Paper</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> Current Events Scholastic News Leveled Scholastic Library Local Newspapers For Current Events www.discovereducation.com

<ul style="list-style-type: none"> ● Analyze primary source photographs to make inferences about school life long ago. ● Recognize injustice at the institutional or systemic level (e.g., discrimination). ● Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels. ● Identify three ways in which families change over time. ● Name responsibilities and activities that change as a child grows older. ● Identify at least two reasons for changes in family size. ● Compare old and new ways of doing work. ● Predict future changes in a family. ● Develop positive social identities based on their membership in multiple groups in society. ● Recognize traits of the dominant culture, home culture, and other cultures and negotiate one's identity in multiple spaces. ● Respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way ● Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. 	<p>Discovering What School was Like Long Ago Formative: Discussions Students, in pairs, will examine visual evidence of school from long ago. Students will create a list of additional things found in a schoolhouse.</p> <p>Categorizing Pictures from School Formative: Class Participation Students will complete a gallery walk of eight activity cards. Each card will ask students to categorize the image as: a schoolhouse, a classroom, classwork, or an image of children's lives.</p> <p>Show what you know Summative: Benchmark Assessments Students will complete a graphic organizer that identifies characteristics from school in the past and from today. Students will be invited to identify similarities.</p> <p>Preview Activity: Timeline Formative: Class Participation Students will examine how technology has changed Students will draw a picture of how their family has also changed over time.</p> <p>Vocabulary Activity Formative: Benchmark Assessments Students will discuss and explore various representations of change, growth, and movement in whole and small groups and view various examples</p>	<p>Formative: Discussions Teacher will walk around to monitor student progress in pairs and examine student evidence.</p> <p>Formative: Class Participation Teachers will take anecdotal notes on students' interactions during the gallery walk and/or have students complete an exit ticket.</p> <p>Summative Assessment Graphic Organizer to be assessed</p> <p>Formative: Class Participation Discussion on technology and to monitor the creation of pictures.</p> <p>Formative: Benchmark Assessments Students will use nonlinguistic representations to explore the meaning of these key vocabulary words: change, grow, and move.</p>	
---	---	---	--

	<p>How Time have Changed Families Formative: Discussions Class discussion and exploration of objects from the past to identify how life was different from today.</p> <p>Prejudice Leads to Conflict Students will learn about Anne Frank and discuss in pairs how they will impact the world just as she did.</p> <p>How Your Family Might Change Formative: Class Participation Students will explain how families and individuals can change over time. Students will fix timelines by reading stories, analyzing images, and using sequence words as clues.</p> <p>Show what you know Summative: Benchmark Assessments Students will create a timeline that shows how their family has changed over time.</p>	<p>Formative: Discussions Students, in small groups, will analyze objects from the past to discover what life might have been like for your family when they were kids.</p> <p>Formative: Class Participation Review the timeline and have class discussions about change.</p> <p>Summative Assessment Student created timelines</p>	
Vocabulary	Classwork, past, schoolhouse, change, grow, move, family, timeline, similarities, differences, clues, analysis, primary source, power, influence, injustice, discrimination, culture, society, membership		
Interdisciplinary Connections	SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g. who, what, where, when, why how) RI.IT.1.3 Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. A) Introduce a topic. B) Develop the topic with facts and other information and examples related to the topic; C) Provide a conclusion		

	<p>W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. A) Using words and pictures, establish a situation and/or introduce characters; organize an event sequence; B) Provide dialogue and/or description and details of experiences, events, or characters; C) Use traditional words to manage the sequence of events; D) Provide a reaction to the experiences or events.</p> <p>W.SE.1.6 With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.</p>
Career Readiness, Life Literacies and Key Skills	<p>CRP1. Act as a responsible and contributing community members and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense problems and persevere in solving them</p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</p>
Computer Science and Design Thinking	<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p>

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling