

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Social Studies

Grade: 1

ABSTRACT

Social Studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities. 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: and**
- **Discerns fact from falsehood and critically analyzes information for validity and relevance.**

ESSEX FELLS PUBLIC SCHOOL

Grade 1 Social Studies

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Civics, Government & Human Rights Being a Good Citizen <i>September/October</i> <i>(6 weeks)</i>	Civics, Government & Human Rights How Can Families be the Same or Different <i>October</i> <i>(3 weeks)</i>	Geography, People & The Environment Our Community <i>November/December</i> <i>(6 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-SS: : 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g. Mayor, town council). 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsPI.6: Explain what government is and its function. 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	NJSLS-SS: : 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 a decision. 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.CivicsCM.3: Explain how diversity, tolerance, fairness and respect for others can contribute to individuals feeling accepted.	NJSLS-SS: 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). 6.1.2.GeoSV.1: Use maps to identify physical features (e.g. continents, oceans, rivers, lakes, mountains). 6.1.2.GeoSV.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.GeoSV.3: Identify and describe the properties of a variety of maps and globes (e.g. Title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic). 6.1.2.GeoSV.4: Identify examples of geospatial data (e.g. landmarks on the school grounds, the spatial location of each student's assigned seat in the

	how individuals can effectively work together to make decisions. 6.1.2.CivicsPR.1: Determine what makes a good rule or law. 6.1.2.CivicsPR2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.2.CivicsPR.4: Explain why teachers, local community leaders and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. 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.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.		classroom, needs more thought). 6.1.2.GeoHE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people’s lives in a place or region. 6.1.2.GeoHE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i>	ELA Companion RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.5: Know and use various text	ELA Companion RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.5: Know and use various text features	ELA Companion RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.5: Know and use various text

• <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.10: With prompting and support, read informational texts at grade level text complexity or above. W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.4: Describe people, places, things, and events with relevant	(e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.10: With prompting and support, read informational texts at grade level text complexity or above. W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.4: . Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.10: With prompting and support, read informational texts at grade level text complexity or above. W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.4: . Describe people, places, things, and events with relevant
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	details, expressing ideas and feelings clearly.		details, expressing ideas and feelings clearly.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 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.	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change. 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps.	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps.	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	Rules and laws help groups of people live together by allowing them to stay safe and work together.	Language, beliefs, customs, and traditions help shape the identity and culture of a family and community.	- There are different kinds of maps and globes that help us find locations on earth. - Communities around the world are different and weather and location affect how we live in those communities.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- What are the rights and responsibilities of citizens? - How do rules and law help us? - How should citizens treat each other? - Why do we vote? - How have rights and responsibilities changed over time?	- What does my family look like? - What do families do? - What special things do families do together?	- How can we tell others about the place where we live? - How do maps help us find places? - What can different maps teach us? - How can we use maps and globes to learn about places? - Where is our community located in the world? - How do weather and location affect our daily lives?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative,	Formative Assessments - Class Discussions - Exit Tickets - In-class Assignments - Notebook checks	Formative Assessments - Class Discussions - Exit Tickets - In-class Assignments - Notebook checks	Formative Assessments - Class Discussions - Exit Tickets - In-class Assignments - Notebook checks

2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	- Teacher Observations Summative Assessments - Inquiry Journal & project - Unit projects Alternative Assessments - Doodle-it-draw a picture demonstrating what you know about the topic - Projects - Comprehension questions - Peer and self assessments Benchmark Assessments - Initial and Mid year benchmark - End of the year benchmark	- Teacher Observations Summative Assessments - Inquiry Journal & project - Unit projects Alternative Assessments - Doodle-it-draw a picture demonstrating what you know about the topic - Projects - Comprehension questions - Peer and self assessments Benchmark Assessments - Initial and Mid year benchmark - End of the year benchmark	- Teacher Observations Summative Assessments - Inquiry Journal & project - Unit projects Alternative Assessments - Doodle-it-draw a picture demonstrating what you know about the topic - Projects - Comprehension questions - Peer and self assessments Benchmark Assessments - Initial and Mid year benchmark - End of the year benchmark
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> - Amistad Law - Holocaust Law - LGBTQ/Disabilities Law)	Vocabulary: citizen, community, democracy, law, past, respect, responsibility, rights, voting, leadership, freedom, honesty, justice, courage Content - Rules and laws help us within our community - People get along with each other by compromising and cooperating - Citizens help each other - Citizens can vote for choices - Rights and responsibilities can change overtime	Vocabulary: beliefs, customs, traditions, culture, similarity, difference, mother, father, grandma, grandpa, sibling, cousin, aunt, uncle, family member names in other cultures Content - Many families have similarities and differences. - Families help one another. - Families celebrate different holidays and traditions together. - Draw and label a picture of family members - Brainstorm activities that families do to support one another.	Vocabulary: community, maps, globes, neighborhoods, address, symbols, borders, capitals, continent, transportation, location, environment Content - Maps can help us find different locations - Maps can help us learn about the land, weather, and different parts of the Earth. - Maps and globes help us identify where we live in the world - Location and weather can affect us in many ways Activities:

	Activities: • Write and draw a picture that shows how rules and laws impact the community. • Create a skit that shows why people follow rules and laws. • Make a list of connections about rules that are followed • Write a rule that people could follow to make a community a safer environment • Make a flag of our country that symbolizes our rights and responsibilities as citizens • Watch Being a Good Citizen  Being a Good Citizen - How... Activities: • Turn and talk discussions • Whole-class discussions • Collaborative conversations (as indicated in the Impact Teacher's Edition). • Examining and discussing photos in the inquiry journal and research companion. Presentational Learning Activities • Inquiry Journal Project • Reader's Theater Climate Change • Create a poster that persuades people to recycle and shares the importance of taking care of our	• Draw a picture of a family tradition or celebration and describe what it is and why the family does this together. • How can families be the same and different? List the similarities and differences. • Create a blog entry • Write about how your family supports each other and draw a picture to match your writing. Activities: • Turn and talk discussions • Whole-class discussions • Collaborative conversations (as indicated in the Impact Teacher's Edition). • Examining and discussing photos in the inquiry journal and research companion. Presentational Learning Activities • Inquiry Journal Project • Reader's Theater DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) • Create a family tree that shows the background and history of your family. • Write about some things that you and your family like to do together. How does this make you similar or	• Circle, highlight, and underline key information • Have a discussion about what states share a border with one another. • Write about the difference between a political map, physical map, product map, and weather map. • Draw a picture of a map of your state. Add the state name and capital city. • Talk about a map you created with a partner. Share what the symbols show. • Write about the location of your community. • Create a map that leads you to your school by using different symbols. • Use the eBook to interact with engaging literacy selections • Create a flipbook that shows where you live. Activities: • Turn and talk discussions • Whole-class discussions • Collaborative conversations (as indicated in the Impact Teacher's Edition). • Examining and discussing photos in the inquiry journal and research companion. Presentational Learning Activities • Inquiry Journal Project
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	community DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	different to other families within your community? How does this make you unique? - How can families be the same and different? Construct an argument that addresses the compelling question using specific claims and relevant evidence. - Write about how your family supports each other and draw a picture to match your writing.	- Reader's Theater Climate Change - Make a list that states how littering and pollution can affect the climate. - Understand the difference between climate and weather.
Resources: (Include names of texts and all online resources)	 I can label a good citizen.pdf  How To Change The World ... - Impact Explorer Magazine - Impact Exploration Video - Reader's Theater: Goldilocks and the Three Bears - Brain Pop Jr, United Streaming - Scholastic News <i>Granddaddy's Turn: A Journey to the Ballot Box</i> by Michael S. Bandy and Eric Stein <i>If Everybody Did</i> by Jo Ann Stover www.pebblego.com www.epic.com <i>If I Were President</i> by Catherine Steir - Scholastic News Holocaust Curriculum Guides	Pebblego.com - Children of the World Project: Students will research a country and how children in that country live. They will present their findings to classmates and create a cardboard child to represent their country. - Our Class is a Family: Discuss with students why we're a family, even if we're not the same. What makes us belong? Create a class portrait on bulletin paper where each ch Students create self portraits. Have students write adjectives that they feel describe themselves. Have students glue the adjectives around their self portraits, and then find classmates that have the same adjectives as they do. Discuss with students that even though all the pictures look different, we still have similarities, but our differences are what make	 Map - Using a map - Kids v... - Reader's Theater: Country Cousin, City Cousin  NORTH, SOUTH, EAST, ... - Brainpopjr. Map video <i>From Here to There</i> by Margery Cuyler <i>Me on the Map</i> by Joan Sweeney <i>Mappy Penny's World</i> by Loreen Leedy - My Map Book by Sara Fanelli - Scholastic News

		us special. • Texts: I'm New Here • Scholastic News • Families Similarities/Differences Class Graph • Create a class graph showing, number of people in family, pets or no pets, siblings or no siblings, etc. • Discuss-What do we notice? • How are our families alike? different? •  Cultures Around the World ... • Holocaust Curriculum Guides	
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted & Talented/Advanced 5. 504)	Special Education • Individualized Education Plans • Cooperative Learning Groups • Scaffolded Lessons • Modified Assignments and Homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Build Background Knowledge • Cooperative Learning Groups • Cultural Responsiveness • Group students with others of different learning levels and abilities • Modeling • Non-Verbal Assessments • Present information in a variety of	Special Education • Individualized Education Plans • Cooperative Learning Groups • Scaffolded Lessons • Modified Assignments and Homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Build Background Knowledge • Cooperative Learning Groups • Cultural Responsiveness • Group students with others of different learning levels and abilities • Modeling • Non-Verbal Assessments • Present information in a variety of	Special Education • Individualized Education Plans • Cooperative Learning Groups • Scaffolded Lessons • Modified Assignments and Homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Build Background Knowledge • Cooperative Learning Groups • Cultural Responsiveness • Group students with others of different learning levels and abilities • Modeling • Non-Verbal Assessments • Present information in a variety of

	ways (notes, video clips, images, diagrams, graphic organizers) Students At-Risk (BSI) ● Build Background knowledge ● graphic organizers ● leveled text ● small group instruction ● tiered assignments Gifted and Talented (Advanced) Students: ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● open-ended responses ● Supplemental reading material for independent study ● Flexible grouping ● tiered assignments ● Elevated questioning techniques 504 Plans ● Preferential seating ● Extended time on test and assignments ● reduced homework/classwork ● Verbal, visual, or technology aids ● modified information ● oral assessments.	ways (notes, video clips, images, diagrams, graphic organizers) Students At-Risk (BSI) ● Build Background knowledge ● graphic organizers ● leveled text ● small group instruction ● tiered assignments Gifted and Talented (Advanced) Students: ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● open-ended responses ● Supplemental reading material for independent study ● Flexible grouping ● tiered assignments ● Elevated questioning techniques 504 Plans ● Preferential seating ● Extended time on test and assignments ● reduced homework/classwork ● Verbal, visual, or technology aids ● modified information ● oral assessments.	ways (notes, video clips, images, diagrams, graphic organizers) Students At-Risk (BSI) ● Build Background knowledge ● graphic organizers ● leveled text ● small group instruction ● tiered assignments Gifted and Talented (Advanced) Students: ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● open-ended responses ● Supplemental reading material for independent study ● Flexible grouping ● tiered assignments ● Elevated questioning techniques 504 Plans ● Preferential seating ● Extended time on test and assignments ● reduced homework/classwork ● Verbal, visual, or technology aids ● modified information ● oral assessments.
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Unit of Study: <i>(Pacing</i>	Civics, Government &	Civics, Government &	History, Culture &
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<i>Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Human Rights Celebrating America January (4 weeks)	Human Rights All Are Welcome Holocaust and Amistad February (3 weeks)	Perspectives Past and Present March (4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-SS: 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. 6.1.2.Civics DP.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.	NJSLS-SS: 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g. Mayor, town council). 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsPI.6: Explain what government is and its function. 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. 6.1.2.CivicsPR.1: Determine what makes a good rule or law. 6.1.2.CivicsPR.4: Explain why teachers, local community leaders and other adults	NJSLS-SS: 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.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

		have a responsibility to make rules that are fair, consistent, and respectful of individual rights. 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.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.	
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion NJSLS: RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.10: With prompting and support, read informational texts at grade level text complexity or above. W.1.1: Write opinion pieces in which	ELA Companion RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.10: With prompting and support, read informational texts at grade level text complexity or above. W.1.1: Write opinion pieces in which	ELA Companion RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.10: With prompting and support, read informational texts at grade level text complexity or above. W.1.1: Write opinion pieces in which

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Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 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.	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 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.

● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)			
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps.	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps.	Design Thinking Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ITH.1: Identify how technology impacts or improves life.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Key events and historical contributions led to the creation of the United States. ● Historical and American symbols represent important ideas.	● All people are unique and should be valued, respected, and included. ● Diversity, tolerance, and fairness can contribute to individuals being accepted.	● The present is connected to the past. People today are the same as people who lived long ago, but the way people live has changed over time.

			The United States is made up of diverse cultures, but Americans share beliefs but express their cultures in diverse ways.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- How do people celebrate our country? - Why do we celebrate Independence Day? - How does the Constitution help people in our country? - What can we learn from our national and state symbols? - Why are monuments important? - How do we honor important people and special events?	- What is one example of how laws have been changed to be more fair? - How did civil rights activists help change the world we live in today? - How can a community work together to make all people feel included, respected, and valued? - What factors influence an individual's development?	- How does the past help us understand our lives today? - How can we learn about history? - How is life today different from long ago? - How have different cultures helped shape America? - What are customs, and why are they important? - How do traditions help bring people together?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Class Discussions - Exit Tickets - In-class Assignments - Notebook checks - Teacher Observations Summative Assessments - Inquiry Journal & project - Unit projects Alternative Assessments - Doodle-it-draw a picture demonstrating what you know about the topic - Projects - Comprehension questions	Formative Assessments - Class Discussions - Exit Tickets - In-class Assignments - Notebook checks - Teacher Observations Summative Assessments - Inquiry Journal & project - Unit projects Alternative Assessments - Doodle-it-draw a picture demonstrating what you know about the topic - Projects - Comprehension questions	Formative Assessments - Class Discussions - Exit Tickets - In-class Assignments - Notebook checks - Teacher Observations Summative Assessments - Inquiry Journal & project - Unit projects Alternative Assessments - Doodle-it-draw a picture demonstrating what you know about the topic - Projects - Comprehension questions

	• Peer and self assessments Benchmark Assessments • Initial and Mid year benchmark • End of the year benchmark	• Peer and self assessments Benchmark Assessments • Initial and Mid year benchmark • End of the year benchmark	• Peer and self assessments Benchmark Assessments • Initial and Mid year benchmark • End of the year benchmark
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Vocabulary: independence, document, colonies, celebrate, government, amendments, symbols, monument, holiday, equality Content: • People in America celebrate Independence Day • The Constitution helps our country by telling our leaders how to make law. • Our Nation and State have symbols that show meaning. • Monuments help us remember people or events. • Americans celebrate important people and events that have made an impact on our country. Activities: • Record students stating their favorite monuments and why • Create macaroni models of a famous monuments • Have students debate which bird would be better as our nation's symbols- a turkey or a bald eagle. • Create a graphic organizer that	Vocabulary: fairness, equality, discrimination, tolerance, diversity, segregation, activist, inclusion Content: • Laws were changed throughout time to be made more fair. • Civil Rights activists helped work to change the world we live in today. • Citizens can work together to create inclusive environments and communities. • Accepting others' differences creates a welcoming environment for all people in the United States. Activities: • Write a list of the laws that were made overtime to make living in the United States more fair. • Make a list some of our civil rights and freedoms • Analyze how life would be today without the contributions of historical activists. • Recognize civil rights activists through portraits, books, and	Vocabulary: history, present, past, interview, invented, cultures, customs, traditions Content: • History is discovered through artifacts and museums. • Daily life has changed from the past to the present. • Many cultures come together to shape our country • Customs are a part of our lives. • Traditions can bring people together. Activities: • Discuss with an adult from your family or community to find out about traditions they have. • Explore words within your vocabulary journal by taking notes and identifying if you heard it, know it, or don't know it. • Create a timeline to show three important events that have happened in your life. • Write a list that shows what you would want to find out about,

	shows the sequence of how independence day became a holiday. • Write about what independence is and why the colonists wanted independence. • Complete a three branches of government graphic organizer/ web that states the three branches and what they do. • Complete a brainstorming web that shows how the constitution helps us. • Write about our country would be like without the constitution. • Create an American Symbols flipbook. • Write a letter to a veteran to thank them for all they have done for our country. Interpersonal Learning Activities • Turn and talk discussions • Whole-class discussions Presentational Learning Activities • Inquiry Journal Project • American Symbols Show and tell-Assign each group a symbol, such as American Flag, Statue of Liberty, etc. • Students draw or color their symbol and complete a simple sentence: ○ "This is the ____." ○ "It is important because	videos • Role play conflict/resolution situations with classmates Interpersonal Learning Activities • Turn and talk discussions • Whole-class discussions Presentational Learning Activities • White egg/brown egg fairness activity (main focus: things may look different on the outside, but are the same on the inside) DEI Activities: Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) • Draw/write about making the world a better place • Distribute Kindness Awards to recognize students who are living out the ideals of civil rights activists	where you would go, and who you would talk to if you could go back in time. • Compare and contrast school long ago vs. school now • Compare and contrast life long ago vs. life now • Draw and label a picture that shows something important from your culture. • Write about some of your favorite food, music, sports, and clothes that are part of your culture. • Compare and contrast two holidays that people celebrate to show how they are alike and how they are different. • Make a list of three traditions in your family or community. Interpersonal Learning Activities • Turn and talk discussions • Whole-class discussions Presentational Learning Activities • Inquiry Journal Project
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	○ _____." ○ Share		
Resources: (Include names of texts and all online resources)	● <i>Uncle Sam & Old Glory: Symbols of America</i> by Delno C. West, Jean M. West ● <i>Abe's Honest Words: The Life of Abraham Lincoln</i> by Doreen Rappaport ● <i>How to Make an Apple Pie</i> by Karma Wilson ● Brain Pop Jr. United Streaming ● Studies Weekly ● Scholastic News ● Identify American Symbols ● Identify American Landmarks and Monuments	● Brain Pop Jr. United Streaming ● <i>The Name Jar</i> by Yangsook Choi (2003) The Name Jar Read Aloud and Craft by the Author ● <i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema ● Holocaust Curriculum Guides ● <i>Am Enough</i> by Grace Byers Am Enough Author Read Aloud ● <i>Just Us Women</i> by Jeanette Caines ● Studies Weekly ● Scholastic News ● Supplemental Web Resources www.epic.com	● Reader's Theater: Welcome to the Neighborhood ● A Day in the Life of a Pioneer Child ● Children's Lives Past and Present ● <i>Long Ago and Today</i> by Rozanne Lanczak Williams ● <i>When I was Young in the Mountains</i> by Cynthia Rylant ● <i>Families</i> by Ann Morris ● <i>Who's in My Family? All About our Families</i> by Robie H. Harris ● <i>Children Around the World</i> by Barbara Kindersley ● <i>The Colors of Us</i> by Karen Katz ● Brain Pop Jr. United Streaming
Differentiation: (What type of differentiated instruction will be used for each of the following subgroups: 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted & Talented/Advanced 5. 504)	Special Education ● Individualized Education Plans ● Cooperative Learning Groups ● Scaffolded Lessons ● Modified Assignments and Homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Build Background Knowledge ● Cooperative Learning Groups ● Cultural Responsiveness	Special Education ● Individualized Education Plans ● Cooperative Learning Groups ● Scaffolded Lessons ● Modified Assignments and Homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Build Background Knowledge ● Cooperative Learning Groups ● Cultural Responsiveness	Special Education ● Individualized Education Plans ● Cooperative Learning Groups ● Scaffolded Lessons ● Modified Assignments and Homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Build Background Knowledge ● Cooperative Learning Groups ● Cultural Responsiveness

	● Group students with others of different learning levels and abilities ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, video clips, images, diagrams, graphic organizers) Students At-Risk (BSI) ● Build Background knowledge ● graphic organizers ● leveled text ● small group instruction ● tiered assignments Gifted and Talented (Advanced) Students: ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● open-ended responses ● Supplemental reading material for independent study ● Flexible grouping ● tiered assignments ● Elevated questioning techniques 504 Plans ● Preferential seating ● Extended time on test and assignments ● reduced homework/classwork ● Verbal, visual, or technology aids	● Group students with others of different learning levels and abilities ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, video clips, images, diagrams, graphic organizers) Students At-Risk (BSI) ● Build Background knowledge ● graphic organizers ● leveled text ● small group instruction ● tiered assignments Gifted and Talented (Advanced) Students: ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● open-ended responses ● Supplemental reading material for independent study ● Flexible grouping ● tiered assignments ● Elevated questioning techniques 504 Plans ● Preferential seating ● Extended time on test and assignments ● reduced homework/classwork ● Verbal, visual, or technology aids	● Group students with others of different learning levels and abilities ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, video clips, images, diagrams, graphic organizers) Students At-Risk (BSI) ● Build Background knowledge ● graphic organizers ● leveled text ● small group instruction ● tiered assignments Gifted and Talented (Advanced) Students: ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● open-ended responses ● Supplemental reading material for independent study ● Flexible grouping ● tiered assignments ● Elevated questioning techniques 504 Plans ● Preferential seating ● Extended time on test and assignments ● reduced homework/classwork ● Verbal, visual, or technology aids
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	● modified information ● oral assessments.	● modified information ● oral assessments.	● modified information ● oral assessments.
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Economics, Innovation & Technology People and Money <i>April/May (7 weeks)</i>	Geography, People & The Environment Landforms and Natural Resources <i>May/June (7 weeks)</i>	
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STAGE 1: Desired Results

Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-SS: 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2.EconEM.1: Describe the skills and knowledge required to produce	NJSLS-SS: 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). 6.1.2.GeoSV.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.GeoSV.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).	
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	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.		
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.10: With prompting and support, read informational texts at grade level text complexity or above. W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	ELA Companion RI.1.1: Ask and answer questions about key details in a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.10: With prompting and support, read informational texts at grade level text complexity or above. W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.7: Participate in shared research and	

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Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to giveback, including making donations, volunteering, and starting a business. 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. 9.1.2.FP.2: Differentiate between financial wants and needs. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.1.2.CAP.2: Explain why employers	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.	

	are willing to pay individuals to work.		
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; - or • 8.2 Design Thinking)	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 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.	Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.AP.4: Break down a task into a sequence of steps.	
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	
Enduring Understandings: <i>(Follow UbD: What big ideas will students</i>	• Economics is a driving force for events in society. • People make decisions based on	• Regions have different landforms and waterforms. • Landforms, climate, and natural	

know?)	their needs, wants, and the availability of resources.	resources have impacted where and how people work. • The physical environment can both accommodate and be endangered by human activities. • The world is separated into 7 large continents and 5 major oceans.	
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why do people work? 2. What are goods and services? 3. How and why do people trade? 4. What kinds of jobs do people do? 5. How has work changed?	1. How are we dependent on the environment? 2. In what ways can people use and protect our natural resources? 3. What are the different kinds of land and water forms?	
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Class Discussions • Exit Tickets • In-class Assignments • Notebook checks • Teacher Observations Summative Assessments • Inquiry Journal & project • Unit projects Alternative Assessments • Doodle-it-draw a picture demonstrating what you know about the topic • Projects • Comprehension questions • Peer and self assessments	Formative Assessments • Class Discussions • Exit Tickets • In-class Assignments • Notebook checks • Teacher Observations Summative Assessments • Inquiry Journal & project • Unit projects Alternative Assessments • Doodle-it-draw a picture demonstrating what you know about the topic • Projects • Comprehension questions • Peer and self assessments	

	Benchmark Assessments - Initial and Mid year benchmark - End of the year benchmark	Benchmark Assessments - Initial and Mid year benchmark - End of the year benchmark	
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> - Amistad Law - Holocaust Law - LGBTQ/Disabilities Law)	Vocabulary: goods, service, producers, trade, consumer, equipment, volunteers, needs, wants, scarcity, Content: - Workers provide goods and services. - People trade goods and exchange money - People within a community have different jobs - Work and jobs have changed overtime. - There is a difference between wants and needs. - People have different wants and needs. Activities: - Create a classroom market. Have students trade, buy, and sell goods and services. - Compare and contrast goods and services within different environments (schools, restaurants, markets etc...) - Make a list of goods and services that are important in our community. - Make a list of something you	Vocabulary: valley, plain, mountain, stream, river, lake, plateau, ocean, coastline, resource, recycle, weather Content: - We are dependent on the environment. - People use and protect our natural resources. - There are different kinds of land and water forms. Activities: - Describe and Illustrate characteristics of land and water forms. - Identify natural resources and how to use and preserve them. - Discuss how living by an ocean is different than living by the mountains. - Discuss how we can preserve the environment. - Design and create landform models - Landform and water flipbooks - Use maps to locate continents and oceans. Interpersonal Learning Activities	

	would not have if people did not trade for goods and services. • Create a list that shows different jobs people do in your community. • Write about why people work and list three reasons why someone would want to work a specific job. • Compare and contrast work now vs work a long time ago • Write about what you want to be when you grow up. Draw a picture that matches your writing. • Compare and contrast wants and needs. • Write about why people have to make choices about money. • Use the eBook to interact with engaging literacy selections Interpersonal Learning Activities • Turn and talk discussions • Whole-class discussions • Examining and discussing photos Presentational Learning Activities • Journal project DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) • Sort pictures needs/wants • Discuss ways to earn money and examples of different jobs	• Turn and talk discussions • Whole-class discussions Presentational Learning Activities • Landforms Project DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) • Discuss how communities experience climate change differently Holocaust Law (N.J.S.A. 18A:35-28) • Work cooperatively to solve problems and care for shared spaces. • Demonstrate responsibility, respect, and compassion while working with classmates. • Discuss how caring for people and the environment helps build stronger communities. • Continue practicing kindness, fairness, and being an upstander in everyday situations. • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curr/materials/holocaust.shtml	
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		Amistad Law (N.J.S.A. 18A:52-16A-88) • Read diverse literature that promotes kindness, fairness, respect, and inclusion. • Discuss how people of all backgrounds contribute to our community. • Celebrate similarities and differences through classroom activities and discussions.	
Resources: <i>(Include names of texts and all online resources)</i>	• Brain Pop Jr, United Streaming • Studies Weekly • eBook • <i>The Boy Who Loved to Draw</i> by Claire Daniel • <i>A Chair for My Mother</i> by Vera B. Williams • <i>A Country Far Away</i> by Nigel Gray and Phillippe Dupaquier • <i>The Go-Around Dollar</i> by Barbara Johnston Adams • Scholastic News • Supplemental Web Resources • www.epic.com	• Brain Pop Jr, United Streaming • Scholastic News • If You Find a Rock by Peggy Christian • Supplemental Web Resources • www.epic.com •  Types of Landforms Landf...	
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted & Talented/Advanced 5. 504)	Special Education • Individualized Education Plans • Cooperative Learning Groups • Scaffolded Lessons • Modified Assignments and Homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner	Special Education • Individualized Education Plans • Cooperative Learning Groups • Scaffolded Lessons • Modified Assignments and Homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner	

	● Use of alternate assessments English Language Learners (ELLs) ● Build Background Knowledge ● Cooperative Learning Groups ● Cultural Responsiveness ● Group students with others of different learning levels and abilities ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, video clips, images, diagrams, graphic organizers) Students At-Risk (BSI) ● Build Background knowledge ● graphic organizers ● leveled text ● small group instruction ● tiered assignments Gifted and Talented (Advanced) Students: ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● open-ended responses ● Supplemental reading material for independent study ● Flexible grouping ● tiered assignments ● Elevated questioning techniques	● Use of alternate assessments English Language Learners (ELLs) ● Build Background Knowledge ● Cooperative Learning Groups ● Cultural Responsiveness ● Group students with others of different learning levels and abilities ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, video clips, images, diagrams, graphic organizers) Students At-Risk (BSI) ● Build Background knowledge ● graphic organizers ● leveled text ● small group instruction ● tiered assignments Gifted and Talented (Advanced) Students: ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● open-ended responses ● Supplemental reading material for independent study ● Flexible grouping ● tiered assignments ● Elevated questioning techniques	
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	504 Plans ● Preferential seating ● Extended time on test and assignments ● reduced homework/classwork ● Verbal, visual, or technology aids ● modified information ● oral assessments.	504 Plans ● Preferential seating ● Extended time on test and assignments ● reduced homework/classwork ● Verbal, visual, or technology aids ● modified information ● oral assessments.	
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