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Revised on:	
Revised by:	
Board Approved on:	9/14/15

OCEAN COUNTY SOCIAL STUDIES CURRICULUM	
Content Area: Social Studies	
Course Title: Elementary	Grade Level: 1
Unit Plan 1: Communities All About Communities	September/October
Unit Plan 2: Geography Our Earth	November/December
Unit Plan 3: Citizenship Working Together	January/February
Unit Plan 4: Economics Connecting to the World	March/April
Unit Plan 5: History People and Places in History	May/June
Unit Plan 6: Culture Celebrating our Heritage	On-going

Unit One Overview

Content Area: Social Studies

Unit Title: All About Communities

Target Course/Grade Level: Social Studies/1

Unit Summary

Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities, people help each other and follow rules. Transportation and communication in communities have changed over time.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Career Ready Practices: All students will develop the skills they need to have to truly be adaptable, reflective, and proactive in life and careers.

9.1 Personal Financial Literacy: All students will develop skills and strategies of fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

9.2 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.njcccs.org

Learning Targets

Content Standards

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards and K-2 Technology Standards.

- Reading Standards for Literature: RL.1.1-1.7, 1.9, 1.10
- Reading Standards for Informational Text: RI.1.1-1.10
- Writing Standards: W.1.1-1.3, 1.5, 1.7, 1.8
- Speaking and Listening Standards: SL.1.1-1.6
- Language Standards: L.1.1, 1.2, 1.4-1.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
R.L.1.1	Ask and answer questions about key details in a text.
R.L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
R.L.1.3	Describe characters, settings, and major events in a story, using key details.
R.L.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
R.L.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
R.L.1.6	Identify who is telling the story at various points in a text.
R.L.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
R.L.1.9	Compare and contrast the adventures and experiences of characters in stories.
R.L.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
R.I.1.1	Ask and answer questions about key details in a text.
R.I.1.2	Identify the main topic and retell key details of a text.

R.I.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
R.I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
R.I.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.
R.I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
R.I.1.7	Use the illustrations and details in a text to describe its key ideas.
R.I.1.8	Identify the reasons an author gives to support points in a text.
R.I.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
R.I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
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.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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).
W.1.8	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 <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.

8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).
Unit Essential Questions <ul style="list-style-type: none"> ● What is a community? ● What are neighbors? ● What different kinds of communities are there? ● What are laws? ● What is a good citizen? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● A community is a place where people live, work, and have fun together. ● A neighbor is someone who lives in the same neighborhood. ● There are suburban, rural, and urban areas. ● Laws are rules people in a community must follow. ● A good citizen is a member of the community who helps others.

Unit Objectives*Students will...*

- Learn that people live in communities.
- Recognize that community members work together for the common good.
- Recognize the characteristics of cities, suburbs, and rural areas.
- Identify the significance of community landmarks.
- Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different.
- Identify changes in communication and transportation and explore ways that these changes have affected people's lives.
- Identify the qualities of good citizenship and

recognize ways to show good citizenship.

- Recognize the way rules and laws help communities.

Unit Objectives*Students will be able to...*

- Identify where they live using a world address.
- Discuss why communities exist.
- Identify the characteristics of different communities, including specific landmarks.
- Discuss different types of transportation and communication available in their community.
- Apply the qualities of good citizenship by following rules and laws.
- List ways rules and laws help people.

Evidence of Learning**Formative Assessment**

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|--|--|
| <ul style="list-style-type: none"> ● Classroom Discussion ● Anecdotal Notes ● Exit Slips ● Checklists ● Presentations or Projects | <ul style="list-style-type: none"> · Portfolios · Cooperative Learning Groups · Open Ended Questions · Vocabulary Quizzes · Rubrics |
|--|--|

Summative Assessment

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Participation and teacher observation ● Pre-test, post-test, and daily work ● State assessments ● Chapter tests | <ul style="list-style-type: none"> · District benchmarks or interim assessments · End of unit tests · Anecdotal records · Student Report Card grades |
|--|--|

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

Literature:

Franklin’s Neighborhood by Paulette Bourgoise

Uptown by Bryan Collier

Next Stop Grand Central by Maira Kalman

Town and Country by Alice Provensen and Martin Provensen

Madlenka by Peter Sis

Mei-Mei Loves The Morning by Margaret Tsubakiyama

Grandpa’s Corner Store by Dyanne Disalvo-Ryan

Yard Sale! by Mitra Modarressi

Websites:

<http://goodnightstories.com/>

<http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

<http://primarygames.com>

<http://bensguide.gpo.gov/k-2/government/index.html>

<http://www.cdm.org>
<http://www.planning.org/kidsandcommunity/>
<http://www.pbskids.org>
http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm
www.p21.org/storage/documents/ss_map_11_12_08.pdf
<http://www.knowitall.org/kidswork/ht>
<tps://www.planning.org/kidsandcommunity/>

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.
[NJ Standards 9 Introduction](#)
[21st-Century Life and Career Standards \(with links to CPIs\)](#)
- As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
- PBL (Problem Based Learning) tasks found through the resources can be adapted to address various historical/cultural units.
- In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
- The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
- Students must engage in technology applications integrated throughout the curriculum.
- Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

Unit Two Overview

Content Area: Social Studies

Unit Title: Our Earth

Target Course/Grade Level: Social Studies/1

Unit Summary

Our Earth tells about the people, plants, and animals that live on Earth. Maps and globes help us learn about different landforms on Earth. Earth's seasons and its resources affect our lives.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Career Ready Practices: All students will develop the skills they need to have to truly be adaptable, reflective, and proactive in life and careers.

9.1 Personal Financial Literacy: All students will develop skills and strategies of fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

9.2 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.njcccs.org

Learning Targets

Content Standards

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Literature: RL.1.1-1.7, 1.9, 1.10
- Reading Standards for Informational Text: RI.1.1-1.10
- Writing Standards: W.1.1-1.3, 1.5, 1.7, 1.8
- Speaking and Listening Standards: SL.1.1-1.6
- Language Standards: L.1.1, 1.2, 1.4-1.6

CPI #

Cumulative Progress Indicator (CPI)

6.1.4.B.1

Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
R.L.1.1	Ask and answer questions about key details in a text.
R.L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
R.L.1.3	Describe characters, settings, and major events in a story, using key details.
R.L.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
R.L.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
R.I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
R.I.1.7	Use the illustrations and details in a text to describe its key ideas.
R.I.1.8	Identify the reasons an author gives to support points in a text.
R.I.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
R.I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
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.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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).
W.1.8	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 <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.

L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).

<ul style="list-style-type: none"> • Explain what natural resources are. • Explain how people depend on natural resources to satisfy their basic needs. • Learn how the Earth has been changed by people and identify ways in which people have changed her. • Identify ways of protecting Earth. • Recognize ways people can conserve and replenish natural resources. 	<ul style="list-style-type: none"> • dependent on them to satisfy basic needs. • Explain how the Earth has been changed by people. • Illustrate how people can protect the Earth and conserve and replenish her resources.
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Evidence of Learning

Formative Assessment	
<ul style="list-style-type: none"> • Classroom Discussion • Anecdotal Notes • Exit Slips • Checklists • Presentations or Projects 	<ul style="list-style-type: none"> • Portfolios • Cooperative Learning Groups • Open Ended Questions • Vocabulary Quizzes • Rubrics
Summative Assessment	
<ul style="list-style-type: none"> • Participation and teacher observation • Pre-test, post-test, and daily work • State assessments • Chapter tests 	<ul style="list-style-type: none"> • District benchmarks or interim assessments • End of unit tests • Anecdotal records • Student Report Card grades

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:


- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky



Notes, Graphic Organizers

Literature:

The Earth and I by Frank

Asch *Our Earth* by Anne

Rockwell *Earthdance* by

Joanne Ryder

In November by Cynthia Rylant

On the Same Day in March: A Tour of the World's Weather by Marilyn Singer

Letter to the Lake by Susan Swanson

Our Big Home: An Earth Poem by Linda

Glaser *River Friendly, River Wild* by Jane

Kurtz Websites:

<http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

com

[http://apples4theteacher.c](http://apples4theteacher.com)

om <http://brainpop.com>

<http://primarygames.com>

<http://www.50states.com/>

<http://fermi.jhuapl.edu/states/states.html>

<http://www.urbanext.uiuc.edu/world/nres.html>

Teacher Notes:

Unit Three Overview

Content Area: Social Studies

Unit Title: Working Together

Target Course/Grade Level: Social Studies/1

Unit Summary

A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Career Ready Practices: All students will develop the skills they need to have to truly be adaptable, reflective, and proactive in life and careers.

9.1 Personal Financial Literacy: All students will develop skills and strategies of fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

9.2 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.njcccs.org

Learning Targets

Content Standards

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Literature: RL.1.1-1.7, 1.9, 1.10
- Reading Standards for Informational Text: RI.1.1-1.10
- Writing Standards: W.1.1-1.3, 1.5, 1.7, 1.8
- Speaking and Listening Standards: SL.1.1-1.6
- Language Standards: L.1.1, 1.2, 1.4-1.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
R.L.1.1	Ask and answer questions about key details in a text.
R.L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
R.L.1.3	Describe characters, settings, and major events in a story, using key details.

R.L.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
R.L.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
R.I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
R.I.1.7	Use the illustrations and details in a text to describe its key ideas.
R.I.1.8	Identify the reasons an author gives to support points in a text.
R.I.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
R.I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
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.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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).
W.1.8	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 <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.

SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).

Unit Objectives*Students will ...*

- Identify different types of groups.
- Explain the need for groups to have rules.
- Explain the need for rules and laws in the home, school, and community.
- Give examples of rules or laws that establish order, provide security, or manage conflict.
- Identify leadership roles in community, state, and country.
- Describe the responsibilities and characteristics of a good leader.
- Identify the qualities of good citizenship as demonstrated by ordinary people.
- Identify and use voting as a way to make decisions.
- Identify symbols of national identity, such as our flag and the Pledge of Allegiance.
- Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.
- Identify historic figures who were good citizens.
- Demonstrate understanding and skills through material such as songs.

Unit Objectives*Students will be able to...*

- Distinguish between different types of groups and explain the need for rules in all groups.
- Define rules and laws.
- Illustrate a leader in the community, state, or country.
- List the responsibilities and characteristics of a good leader.
- Define the qualities of a good citizen in their community.
- Discuss how the community makes decisions.
- Participate in an election.
- List historical figures who exemplify characteristics of good citizenship.
- Illustrate and label symbols of our national identity related to citizenship.
- Listen to and discuss patriotic songs.

Evidence of Learning**Formative Assessment**

- | | |
|-----------------------------|-------------------------------|
| ● Classroom Discussion | · Portfolios |
| ● Anecdotal Notes | · Cooperative Learning Groups |
| ● Exit Slips | · Open Ended Questions |
| ● Checklists | · Vocabulary Quizzes |
| ● Presentations or Projects | · Rubrics |

Summative Assessment

- | | |
|--|------------------------------|
| ● Participation and teacher observation | · Chapter tests |
| ● Pre-test, post-test, and daily work | · End of unit tests |
| ● State assessments | · Anecdotal records |
| ● District benchmarks or interim assessments | · Student Report Card grades |

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

Literature:

Woodrow, the White House Mouse by P.C. Barnes

Washington, D.C.: A Scrapbook by Laura Lee Benson

The Honest to Goodness Truth by Patricia McKissack

The American Flag by Patricia Ryon Quiri

The Day Gogo Went to Vote, South Africa, 1994 by Elinor Sisulu

If I Were President by Catherine Stier

A Big Cheese for the White House: The True Tale of a Tremendous Cheddar by Candace Fleming

So You Want To Be President by Judith St. George

Websites: <http://socialstudiesforkids.com>, <http://apples4theteacher.com> <http://brainpop.com> ,

<http://primarygames.com>, <http://www.map-reading.com/chap4.php>

<http://www.kidsplayandcreate.com/how-to-get-kids-to-work-together-games-for-kids/>

Teacher Notes:

Unit Four Overview

Content Area: Social Studies

Unit Title: Connecting to the World

Target Course/Grade Level: Social Studies/1

Unit Summary

By working, people get the things they need and want. Some people are producers, but not all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Career Ready Practices: All students will develop the skills they need to have to truly be adaptable, reflective, and proactive in life and careers.

9.1 Personal Financial Literacy: All students will develop skills and strategies of fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

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Content Standards

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- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

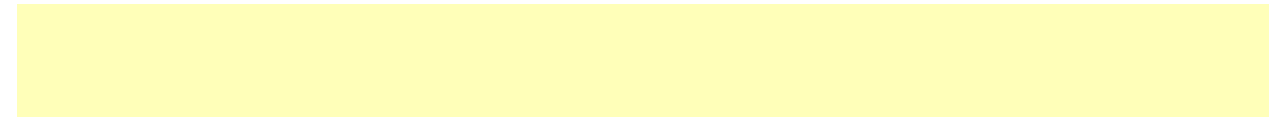
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- Speaking and Listening Standards: SL.1.1-1.6
- Language Standards: L.1.1, 1.2, 1.4-1.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
R.L.1.1	Ask and answer questions about key details in a text.
R.L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
R.L.1.3	Describe characters, settings, and major events in a story, using key details.
R.L.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
R.L.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
R.I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
R.I.1.7	Use the illustrations and details in a text to describe its key ideas.
R.I.1.8	Identify the reasons an author gives to support points in a text.
R.I.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
R.I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
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.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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).
W.1.8	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 <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.

L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the



	problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).
<ul style="list-style-type: none"> ● Learn what producers and consumers are. ● Distinguish between producing and consuming. ● Trace a product from a natural resource to finished goods. ● Understand trade. ● Identify ways in which science and technology have affected communication, transportation, and recreation. 	<ul style="list-style-type: none"> ● Explain how communication, transportation, and recreation have been affected by science and technology.

Evidence of Learning

Formative Assessment	
<ul style="list-style-type: none"> ● Classroom Discussion ● Anecdotal Notes ● Exit Slips ● Checklists ● Presentations or Projects 	<ul style="list-style-type: none"> · Portfolios · Cooperative Learning Groups · Open Ended Questions · Vocabulary Quizzes · Rubrics
Summative Assessment	
<ul style="list-style-type: none"> ● Participation and teacher observation ● Pre-test, post-test, and daily work ● State assessments ● Chapter tests 	<ul style="list-style-type: none"> · District benchmarks or interim assessments · End of unit tests · Anecdotal records · Student Report Card grades

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

Literature:

The Night Worker by Kate Banks

E-Mail by Larry Dane Brimner

Market Day by Lois Ehlert

A Busy Day at Mr. Kang's Grocery Store by Alice K. Flanagan

Madlenka by Peter Sis

Joseph Had a Little Overcoat by Simms Taback

Click Clack Moo: Cows that Type by Doreen Cronin

Trashy Town by Andrea Zimmerman


Websites:

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

<http://primarygames.com>



<http://bensguide.gpo.gov/k-2/symbols/index.html>
<http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html>
<http://worldatlas.com/aatlas/infopage/comprose.htm>
<http://www.great-lakes.net/>
<http://www.m-w.com/maps/mwmapssn.html>
http://www.cookman.edu/about_BCU/history/our_founder.htm
<http://usflag.org/>
<http://ipledgeallegiance.com/>
<http://www.songsforteaching.com/folk/mycountrytisofthee.php>
<http://www.state.gov/r/pa/ei/bgn/4142.htm>
<http://mhschool.com>

Teacher Notes:

Unit Five Overview

Content Area: Social Studies

Unit Title: People and Places in History

Target Course/Grade Level: Social Studies/1

Unit Summary

Beginning with Native Americans and continuing through the American revolution, the United States slowly grew and changed. New people came to America and continue to do so today.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Career Ready Practices: All students will develop the skills they need to have to truly be adaptable, reflective, and proactive in life and careers.

9.1 Personal Financial Literacy: All students will develop skills and strategies of fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

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- Speaking and Listening Standards: SL.1.1-1.6
- Language Standards: L.1.1, 1.2, 1.4-1.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
R.L.1.1	Ask and answer questions about key details in a text.
R.L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
R.L.1.3	Describe characters, settings, and major events in a story, using key details.
R.L.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
R.L.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
R.I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

R.I.1.7	Use the illustrations and details in a text to describe its key ideas.
R.I.1.8	Identify the reasons an author gives to support points in a text.
R.I.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
R.I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
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.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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).
W.1.8	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 <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).
	<p>Declaration of Independence, the United States Constitution, and the Bill of Rights are important documents that led to the development of our nation.</p> <ul style="list-style-type: none"> ● Pioneers leave their homes to inhabit a land they do not know. ● An immigrant is a person who leaves a country to live in another.

Unit Objectives*Students will...*

- Identify Native Americans as the first people to live in North America.
- Explain Native American traditions.
- Learn about early explorers to America.
- Recognize how the Pilgrims overcame hardship with the help of Native Americans.
- Explain how the original 13 colonies became the United States.
- Identify contributions of historical figures that have influenced the nation.
- Identify and explain the importance of historical documents to the development of the United States.
- Describe how the United States grew over time.

Unit Objectives*Students will be able to...*

- Recognize Native Americans as the first people to live in North America.
- Describe Native American traditions.
- Identify early explorers to America.
- List how the Native Americans helped the Pilgrims overcome hardship.
- Recognize that there were 13 original colonies.
- Name historical figures and documents and describe how they contributed to our history.
- Show the growth of the United States.

Evidence of Learning**Formative Assessment**

- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Presentations or Projects
- Portfolios
- Cooperative Learning Groups
- Open Ended Questions
- Vocabulary Quizzes
- Rubrics

Summative Assessment

- Participation and teacher observation
- Pre-test, post-test, and daily work
- State assessments
- Chapter tests
- District benchmarks or interim assessments
- End of unit tests
- Anecdotal records
- Student Report Card grades

Modifications (ELLs, Special Education, Gifted and Talented)**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum Development Resources/Instructional Materials/Equipment needed: Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

Literature:

Where Did Your Family Come From? A Book About Immigrants by Melvin and Gilda Berger

Frank's Great Museum Adventure by Rod Clement

Museums by Jason Cooper

Covered Wagons, Bumpy Trails by Verla Kay

Grandmother's Dreamcatcher by Becky Ray

McCain Who Came Down That Road? by George

Ella Lyon

How Chipmunk Got His Stripes: A Tale of Bragging and Teasing by Joseph Bruchac and James Bruchac

Red Flower Goes West by Ann Turner

Websites:

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://primarygames.com>

http://www.bbc.co.uk/history/discovery/exploration/map_navigation_animation.shtml

<http://www.terrafly.com>

[http://www.census.gov/cgi-](http://www.census.gov/cgi-bin/gazetteer)

[bin/gazetteer](http://www.census.gov/cgi-bin/gazetteer) **Teacher Notes:**

Unit Six Overview

Content Area: Social Studies

Unit Title: Celebrating Our Heritage

Target Course/Grade Level: Social Studies/1

Unit Summary

Holidays will be discussed during the appropriate time of the school year.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Career Ready Practices: All students will develop the skills they need to have to truly be adaptable, reflective, and proactive in life and careers.

9.1 Personal Financial Literacy: All students will develop skills and strategies of fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

9.2 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.njcccs.org

Learning Targets

Content Standards

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Literature: RL.1.1-1.7, 1.9, 1.10
- Reading Standards for Informational Text: RI.1.1-1.10
- Writing Standards: W.1.1-1.3, 1.5, 1.7, 1.8
- Speaking and Listening Standards: SL.1.1-1.6
- Language Standards: L.1.1, 1.2, 1.4-1.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
R.L.1.1	Ask and answer questions about key details in a text.
R.L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
R.L.1.3	Describe characters, settings, and major events in a story, using key details.
R.L.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
R.L.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
R.I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
R.I.1.7	Use the illustrations and details in a text to describe its key ideas.
R.I.1.8	Identify the reasons an author gives to support points in a text.
R.I.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
R.I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

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.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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).
W.1.8	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 <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.

8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).

Evidence of Learning

Formative Assessment

- | | |
|-----------------------------|-------------------------------|
| ● Classroom Discussion | · Portfolios |
| ● Anecdotal Notes | · Cooperative Learning Groups |
| ● Exit Slips | · Open Ended Questions |
| ● Checklists | · Vocabulary Quizzes |
| ● Presentations or Projects | · Rubrics |

Summative Assessment

- | | |
|---|--|
| ● Participation and teacher observation | · District benchmarks or interim assessments |
| ● Pre-test, post-test, and daily work | · End of unit tests |
| ● State assessments | · Anecdotal records |
| ● Chapter tests | · Student Report Card grades |

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher

Resources: Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

Literature:

Labor Day by Carmen Bredeson

Thanksgiving is for Giving Thanks by Margaret Sutherland and Sonja Lamut

What is Thanksgiving? by Michelle Medlock Adams

In November by Cynthia Rylant

A Picture Book of Martin Luther King, Jr. by David A. Adler

Martin Luther King, Jr. by Pam Parker

Celebrating Presidents' Day by Kimberly Jordano

Presidents' Day by David F. Marx

Memorial Day by Jacqueline S. Cotton

Memorial Day Surprise by Theresa Golding

Independence Day by Trudy Stain Trueit

The Fourth of July Story by Ashley Dagliess

Websites:

<http://scholastic.com>, <http://lessonplanet.com>, <http://socialstudiesforkids.com>

<http://apples4theteacher.com>, <http://brainpop.com>, <http://primarygames.com>