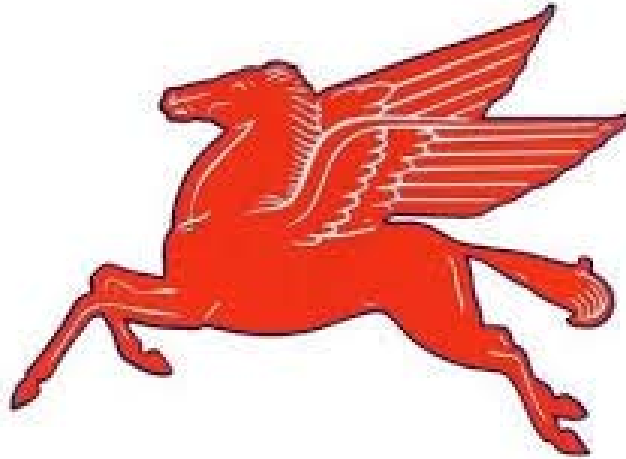


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Social Studies Grade 1

UPDATED JUNE 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: September 2015

Paulsboro Public Schools

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21st Century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Educational Goals (Taken From NJCCCS)

6.1 U.S. History: America in the World- All students will acquire the 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.

6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible

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.

Four strands frame the content within each standard:

- (A) Civics, Government, and Human Rights
- (B) Geography, People, and the Environment
- (C) Economics, Innovation, and Technology
- (D) History, Culture, and Perspectives

New Jersey State Department of Education

21st Century College and Career Readiness Standards

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines 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.

<http://www.state.nj.us/education/cccs/2014/career/>

Scope and Sequence

Social Studies Grade 1 - Quarter 1

Big Idea: Civics, Government, & Human Rights

I. Citizenship & Community

- A. Responsible and Active Citizens
- B. Communities, Families, School, and the Classroom
- C. Rules & Laws
- D. Understanding Why We Have Rules
- E. Following Classroom Routines
- F. Respecting Others
- G. Staying Safe

Big Idea: Civics, Government & Human Rights

II. Tolerance, Cooperation, & Cultural Differences

- A. Individuals Have Unique Characteristics
- B. Families Have Unique Characteristics
- C. We All Have Different Roles
- D. Members of a Family Have Different Roles
- E. Members of a Community Have Different Roles
- F. There Are Many Different Cultures

Scope and Sequence

Social Studies Grade 1 - Quarter 2

Big Idea: Geography, People, & The Environment

I. Geography

- A. Geography is Helpful
- B. Maps
- C. Landforms Make Up Our Country
- D. Seven Continents and Five Oceans
- E. Rural, Urban and Suburban Communities
- F. Characteristics of Our Country and World

Big Idea: Geography, People, & The Environment People

II. People

- A. Roles People Play in The Family, Classroom, or Neighborhood
- B. Cultural Differences
- C. Characteristics of Families, Schools, and Communities
- D. Traditions
- E. Explorers
- F. Colonies
- G. Native Americans
- H. Pioneers
- I. Immigrants
- J. Historical People and Documents of Our Nation

Big Idea: Geography, People, & Environment

III. Environment

- A. Earth's Natural Resources
- B. Our Environment
- C. Protecting Our Earth

Scope and Sequence

Social Studies Grade 1 - Quarter 3

Big Idea: Economics, Innovation, and Technology

I. Economics

- A. Work
- B. Volunteers
- C. Taxes
- D. Wants and Needs
- E. Resources
- F. Goods and Services
- G. Money

Big Idea: Economics, Innovation, and Technology

II. Innovation and Technology

- A. Technology - Our Past and Present
- B. Innovation - Our Past and Present
- C. Future Innovations

Scope and Sequence

Social Studies Grade 1 - Quarter 4

Big Idea: History, Culture, and Perspectives

I. History

- A. American Citizenship
- B. History of Our Nation
- C. Past and Future of Our Nation
- D. Timelines
- E. American Holidays
- F. American Symbols

Big Idea: History, Culture, and Perspectives

II. Cultures and Perspectives

- A. Diversity
- B. Families and Schools Around the World
- C. Similarities and Differences

Social Studies - Quarter I

Big Idea: Civics, Government, & Human Rights

Topic: Citizenship & Community

Standards: <ul style="list-style-type: none"> • 6.1.P.A.1: Demonstrate an understanding of rules by following most classroom rules. • 6.1.P.A.2: Demonstrate responsibility by initiating simple classroom tasks and jobs. • 6.1.P.A.3: Demonstrate appropriate behavior when collaborating with others. 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 U.S. 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.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. • 6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government. • 6.3.4.A.1: Evaluate what makes a good rule or law. • 6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 	GOAL	
	<p>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.</p> <p>Goal 1: Recognize how to become responsible and active citizens in the community, understand the importance of rules used in the community, family, school, and classroom.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What does a responsible citizen think and do? • What are my roles and responsibilities as a member of my community/school/family/classroom? • How do laws and rules help people? • Why do we need rules? • How would the world be different without rules? • How do rules help us in our community, family, school, and classroom? • Why is fairness important? 	<p>Resources</p> <ul style="list-style-type: none"> • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers <p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.discovereducation.com/ • http://www.choices.edu • https://www.brainpop.com • http://school.discovereducation.com • https://quizlet.com/2528016/good-citizenship-first-grade-flash-cards/
Enduring Understanding	<ul style="list-style-type: none"> • Rules and laws help us stay safe and resolve conflict. • Communities /Families/Schools need rules to maintain order, resolve conflicts and ensure that everyone is treated fairly. 	

Social Studies – Quarter I
Big Idea: Civics, Government, & Human Rights
Topic: Citizenship & Community

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. 	<ul style="list-style-type: none"> • Laws and rules exist for people to follow. Rules and laws make sure that everyone is treated fairly and equally and people are protected. • There are many different roles in a community, school, and classroom and we all contribute to our community. • Citizenship begins with becoming a contributing member of the classroom community. • Individuals have unique roles and responsibilities that become part of community, school, family, and classroom. • The Bill of Rights and the Constitution of the United States of America are guiding documents and principals of our democracy. • Acceptance and consideration of others is monumentally important to the success of a community. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students’ daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 – Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 – Student understands learning and can make some connections, but could use some support. ○ 2 – Student understands parts of learning and needs help making connections. ○ 1 – Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter I

Big Idea: Civics, Government, & Human Rights

Topic: Citizenship & Community

Standards (Continued)

English/Language Arts Standards

-

Instructional Tools/Learning Activities/Resources/Assessments (Continued)

Learning Activities

- **Class Rules:** Create a set of rules for the classroom.
- **Compare and Contrast:** compare and contrast different types of communities.
- **Paper Doll Project:** Students are given paper dolls along with a questionnaire for their parents to help them fill out concerning their family. Topics include: name of country, climate, foods, dress, celebrations and holidays, etc.
- **Cubing Activity:** Children will work in small group of 3 or 4 for this activity. They will roll a cube and when the picture/word lands on top, they tell whether that represents a right or responsibility. The six sides could have 1. Go to School 2. Behave & Learn 3. Keep your dog on a leash 4. Own a pet 5. Buy a car 6. Obey traffic laws. For cubing templates refer to the following website: <http://www.toolsforeducators.com/dice/>

Suggested Literacy Integration:

- *Have You Filled a Bucket Today?* by Carol McCloud
- *Johnny Appleseed* by Steven Kellogg
- *Paul Bunyan* by Steven Kellogg
- *Chrysanthemum* by Kevin Henkes Oliver
- *Button is a Sissy* by Tomie de Paola
- *Miss Rumphius* by Barbara Coone
- *Being a Good Citizen* by Adrian Vigliano
- *Officer Buckle & Gloria* by Peggy Rothman
- *The Little Boy Who Cried Wolf* by Tony Ross
- *Ira Sleeps Over* by Bernard Waber
- *Mike Mulligan and His Steam Shovel* by Virginia Lee Burton
- *A Chair for My Mother* by Vera B. William
- *Lily's Purple Plastic Purse* by Kevin Henkes
- *Better Not Get Wet, Jesse Bear* by Nancy White Carlstrom s
- *Too Many Tamales* by Gary Soto
- *Shh! We're Writing the Constitution* by Tomie de Paola
- *A Picture Book of Martin Luther King* by David Adler
- *A Picture Book of George Washington* by David Adler
- *The Meanest Thing to Say* by Bill Cosby People by Peter Spier

Social Studies - Quarter I

Big Idea: Civics, Government, & Human Rights

Topic: Tolerance, Cooperation, & Cultural Differences

Standards:	GOAL	
<ul style="list-style-type: none"> • 6.1.P.A.1: Demonstrate an understanding of rules by following most classroom rules. • 6.1.P.A.2: Demonstrate responsibility by initiating simple classroom tasks and jobs. 6.1.P.A.3: Demonstrate appropriate behavior when collaborating with others. • 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 U.S. 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.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. • 6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government. • 6.3.4.A.1: Evaluate what makes a good rule or law. 	<p>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.</p> <p>Goal 2: Appreciate similarities and differences in individuals, families and groups and understand that tolerance and cooperation are essential for a community’s success.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What roles do you play in your family, classroom or neighborhood? • How do individuals, group or cultural differences contribute to a society? • How can the study of different cultures help us to respect and better understand one another? • How does knowing our own culture help us to appreciate other cultures? • How does appreciation of traditions help us to respect and better understand people of all cultures? • Should all cultures be alike? 	<p>Resources</p> <ul style="list-style-type: none"> • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers <p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.discovereducation.com/ • http://www.choices.edu • https://www.brainpop.com • http://school.discovereducation.com • https://quizlet.com/2528016/good-citizenship-first-grade-flash-cards/ • http://encyclopedia.kids.net.au/
	Enduring Understanding	<ul style="list-style-type: none"> • Communities, Schools, Individuals, and Families have unique characteristics and talents that make them who they are. • Members of groups have roles and responsibilities.

Social Studies - Quarter I

Big Idea: Civics, Government, & Human Rights

Topic: Tolerance, Cooperation, & Cultural Differences

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> 6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> CRP 1 CRP 4 CRP 5 CRP 7 CRP 8 CRP 11 CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <u>R.I.1.10</u> - With prompting and support, read informational texts appropriately complex for grade 1. 	<ul style="list-style-type: none"> There are many Similarities and differences in individuals and groups that should be celebrated. Understanding and accepting cultural differences is essential for living in a multicultural world. Understanding our own culture builds respect for others. Everyone has traditions that are important to their 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. 3 - Student understands learning and can make some connections, but could use some support. 2 - Student understands parts of learning and needs help making connections. 1 - Students does not understand learning and cannot make connections, student requires supplemental help. Teacher-created scales & rubrics Performance Assessments Projects Teacher/Student conferencing Oral assessments Anecdotal notes

Social Studies - Quarter I

Big Idea: Civics, Government, & Human Rights

Topic: Tolerance, Cooperation, & Cultural Differences

Standards (Continued)

Instructional Tools/Learning Activities/Resources/Assessments (Continued)

Learning Activities

- **Friendship Salad:** Make a “Friendship Salad” with the class. (search the internet for “Friendship Salad”).
- **Family Tree:** Students draw a picture of their family. Discuss the concept of ancestors. Students can bring in photos of grandparents or other relatives and share a special memory. Display in the classroom.
- **Read Aloud:** Read the story, *Yoko*, to demonstrate the need to understand and respect cultural differences. Students should then explain that experiences and events may be interpreted differently by people of different cultures.
- **Act Out:** Make props and/or costumes to represent a role found in a group in your presentation.
- **Write/Draw:** Create a book or poster to describe how a group interacts on a typical day. Use a representation of the contributions and shared responsibilities of the group.
- **Scene:** Build a diorama or mobile portraying the members of a group in the group’s setting. Have a representation of what each member of the group would be doing in the scene.

Suggested Literacy Integration:

- *Yoko* by Rosemary Wells
- *The Brand New Kid* by Katie Couric
- *Rex and Lilly Schooltime* by Laurence Brown
- *Get Up and Go* by Stuart J. Murphy
- *Did You See What I Saw?* by ay Winters
- *Different Just Like Me* by Lori Mitchell
- *Families* by Ann Morris
- *I Am Me* by Karla Kuskin
- *Me and My Family Tree* by Lucille Recht Penner

Social Studies - Quarter II
Big Idea: Geography, People, & The Environment
Topic: Geography

<p>Standards:</p> <ul style="list-style-type: none"> • 6.1.P.B.1: Develop an awareness of the physical features of the neighborhood/community. • 6.1.P.B.2: Identify, discuss, and role-play the duties of a range of community workers. • 6.1.4.B.1: Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • 6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. 	GOAL	
	<p>Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Goal 3: Deepen the understanding of the local and larger communities that we belong to. Utilize knowledge of map and globe skills to help identify and describe geographic locations and landforms.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How does geography help me? • How and why do we use maps? • What landforms make up our country? • What are the names of seven continents and 5 oceans? • What are the characteristics of local, rural, urban and suburban communities? • What are the important characteristics of our country and world? 	<p>Resources</p> <ul style="list-style-type: none"> • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers <p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.scholastic.com/ • http://www.socialstudiesforkids.com/ • http://www.discoverededucation.com/ • http://www.choices.edu • https://www.brainpop.com • http://school.discoverededucation.com • http://encyclopedia.kids.net.au/ • http://www.maps4kids.com/
	Enduring Understanding	
<ul style="list-style-type: none"> • Geography tells about the Earth, people, plants, and animals that live on Earth. • Our country is made up of capitals and states. • Our world is made up of seven continents and four oceans. • Our country is made up of various landforms and bodies of water. 		

Social Studies - Quarter II
Big Idea: Geography, People, & The Environment
Topic: Geography

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<ul style="list-style-type: none"> • Maps are drawings of places around our world. They are important tools that teach us about the world and help us find our way • Communities have rural and urban areas, each of which has different characteristics and needs 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter II
Big Idea: Geography, People, & The Environment
Topic: Geography

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Mapping Penny’s World (Leedy, 2000)—Read the story then create a map using the student’s choice of a map of the classroom, the school, or the community. Students can present maps to their classmates. • Scavenger Hunt Create a scavenger hunt using a map of the playground or create a map of the classroom. Have student locate different places using the scavenger hunt map. • Google Maps: Use google maps to show students specific places in different formats (i.e. street view, satellite view, etc.) • Read Aloud: <i>My On The Earth Book</i> by John Sweeney. Students create a book that displays one facet of where they live, or go to school, on each page. They may start in their bedroom, at their house, on their street, in their neighborhood, in their town, county, state, country, continent, hemisphere, planet. Each page should have a description and picture. Students should share their book with their audience. • Venn diagram: Create a Venn Diagram using the characteristics of local rural, urban, and/or suburban communities. • Video: Continents Song https://www.youtube.com/watch?v=fvpiGHNUKHw • https://www.youtube.com/watch?v=NVrN-0aQV1o • BrainPop Games : Chain Game, Sort it Out, Sortify Continents and Oceans <p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>The City Mouse and The Country Mouse</i> by Jan Brett • <i>Arthur’s World Neighborhoods</i> by Marc Brown • <i>Me on the Map</i> by Joan Sweeney • <i>Mapping Penny’s World</i> by Loreen Leedy • <i>This is the Way We Go To School</i> by Edith Baer • <i>This is the Way We Eat Our Lunch</i> by Edith Baer

Social Studies - Quarter II
Big Idea: Geography, People, & The Environment
Topic: People

Standards: <ul style="list-style-type: none"> • 6.1.P.B.1: Develop an awareness of the physical features of the neighborhood/community. • 6.1.P.B.2: Identify, discuss, and role-play the duties of a range of community workers. • 6.1.P.D.1: Describe characteristics of oneself, one's family, and others. • 6.1.P.D.2: Demonstrate an understanding of family roles and traditions. • 6.1.P.D.3: Express individuality and cultural diversity (e.g., through dramatic play). • 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. • 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. • 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.P.D.4: Learn about and respect other • 6.1.4.B.1: Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • 6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. 	GOAL	
	<p>Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Goal 4: Recognize and appreciate similarities and differences in individuals, families and groups. 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.</p>	
	<p>Essential Questions</p> <ul style="list-style-type: none"> • What roles do you play in your family, classroom or neighborhood? • How do individual, group or cultural differences contribute to a society? • How do individual, group or cultural differences contribute to a society? • What the many characteristics that families, schools, and communities have that makes them unique? • What is a Native American? • What are traditions? • What is an explorer? • What is a colony? • How did the Native Americans help the Pilgrims? • What key historical people and documents led to the development of our nation? 	<p>Instructional Tools/Learning Activities/Resources/Assessments</p> <p>Resources</p> <ul style="list-style-type: none"> • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers <p>Internet Resources</p> <ul style="list-style-type: none"> • http://www.scholastic.com/ • http://www.socialstudiesforkids.com/ • http://www.discovereducation.com/ • http://www.choices.edu • https://www.brainpop.com • http://school.discovereducation.com • http://encyclopedia.kids.net.au/ • http://www.maps4kids.com/

Social Studies – Quarter II
Big Idea: Geography, People, & The Environment
Topic: People

Standards (Continued)	Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> • 6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world cultures within the classroom and community. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • <u>R.I.1.10</u> - With prompting and support, read informational texts appropriately complex for grade 1. • <u>W.1.2</u> - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 	<p><u>Essential Questions (Continued)</u></p> <ul style="list-style-type: none"> • What is a pioneer? • What is an immigrant? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Members of families, classrooms, and neighborhoods have unique roles and responsibilities. • Individuals have unique characteristics and talents that make them who they are in society. • Similarities and differences in groups are celebrated in various ways. • Members of groups have roles and responsibilities. • Native Americans were the first people to live in America, including the Leni Lenape of New Jersey. • A tradition is a special way of doing something to what is passed down over time. • An explorer is a person who traveled to learn about a new place. • Explorers come from Europe to America. • A colony is a place where colonists live and is ruled by another country. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students’ daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 – Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 – Student understands learning and can make some connections, but could use some support. ○ 2 – Student understands parts of learning and needs help making connections. ○ 1 – Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies – Quarter II
Big Idea: Geography, People, & The Environment
Topic: People

Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> • Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food. • George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. • The Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights are important documents that led to the development of our nation. • 18 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. 	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Scene: Build a diorama or mobile portraying the members of the group in the group’s setting. Represent what each member of the group would be doing in the scene. Present your project to your audience. • Book: Create a “Customs Book” by folding two sheets of paper and taping them together. Draw and label a picture on each fold to show the food, clothing, dance, games, etc. of their culture. • Compare and Contrast: compare and contrast different types families, schools, communities. • Paper Doll Project: Students are given paper dolls along with a questionnaire for their parents to help them fill out concerning their family. Topics include: name of country, climate, foods, dress, celebrations and holidays, traditions etc. • Brainstorm: ways people from different cultures work together to solve problems. • Chart: what it feels like to be a newcomer in a new place. Chart ideas. • Thanksgiving Feast/Breakfast • Class Constitution - Create a class constitution • Explorer of the Week-Students fill out information sheet about themselves and share with the class <p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>Where Did your Family Come From?</i> by Melvin and Gilda Berger • <i>Frank’s Great Museum Adventure</i> by Rod Clement • <i>Museums</i> by Jason Cooper • <i>Who Came Down that Road</i> by George Ella Lyon • <i>Covered Wagons, Bumpy Trails</i> by Verla Kay • <i>All the Way to America</i> by Dan Yaccarino B • <i>How Many Days to America: A Thanksgiving Story</i> by Eve Bunting • <i>Dreaming to Come to America</i> by Veronica Lawlor • <i>If You Sailed on the Mayflower</i> by Ann McGovern • <i>Molly’s Pilgrim</i> by Barbara Cohen

Social Studies - Quarter II
Big Idea: Geography, People, & The Environment
Topic: Environment

Standards: <ul style="list-style-type: none"> • 6.1.P.B.1: Develop an awareness of the physical features of the neighborhood/community. • 6.1.4.B.1: Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • 6.1.P.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.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.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others. • 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them. 	GOAL	
	<p>Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Goal 5: Appreciate the natural resources of our planet and learn how to protect and preserve them. Recognize and list Earth’s Natural Resources.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How can the Earth’s natural resources be preserved? • How can people work together to make a difference in the environment? • How can we care and protect for the Earth? 	<p>Resources</p> <ul style="list-style-type: none"> • Class Discussions • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers <p>Internet Resources</p> <ul style="list-style-type: none"> • www.scholastic.com • www.ellisland.org • www.readingrockets.org • www.pbs.org • www.readwritethink.org

Social Studies - Quarter II
Big Idea: Geography, People, & The Environment
Topic: Environment

Standards (Continued)	Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. • W. 1.1 - Write opinion piece 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. 	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Natural resources are important and valuable. • Natural resources are things in nature people use. • We can protect the earth by making minimal changes and practicing recycling 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter II
Big Idea: Geography, People, & The Environment
Topic: Environment

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Natural Resource Hunt: Invite children to look around the classroom and name ways in which natural resources help make their school a better place to learn and study. (Possible answers: coal, oil, gas, electricity produced by water heats the school, trees provide paper to write on and wood for pencils, fresh air helps us breathe, sunlight and electricity brighten the school, plants provide food for school lunches). • List: Make a list of good recycling practices versus bad or no recycling. • Earth Day: School wide celebration Earth Day Activities. • Research Project: Students will research an environmental topic, an endangered animal, preserving the rain forest, protecting whales, etc. Then students can choose from one of the following: <ol style="list-style-type: none"> 1. Write a letter to congress expressing concern for their issue. 2. Write 5 page report about the issue with a fact and a picture on each page. 3. Write 5 facts on an index card about their issue and build diorama/mobile/model to display their issue. 4. Make a poster presenting information to the public, explaining what they can do to help. Provide important facts about the issue but also express an opinion. Use knowledge of the problem to help persuade others to care and get involved to help the cause. Students can present their project to their audience. • Recycling: Read the book, <i>Michael Recycle</i>. Students will generate their own story about how they can teach others about recycling. Make a list of good recycling practices versus bad or no recycling.

Social Studies - Quarter II
Big Idea: Geography, People, & The Environment
Topic: Environment

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>The Earth and I</i> by Frank Asch • <i>Our Earth</i> by Ann Rockwell • <i>In November</i> by Cynthia Rylant • <i>Our Big Home...an Earth Poem</i> by Linda Glaser • <i>50 Simple Things Kids Can Do to Save the Earth</i> by The Earth Works Group • <i>Children of the Earth Remember</i> by Schim Schimmel • <i>Earth Book for Kids: Activities to Help Heal the Environment</i> by Linda Schwartz • <i>Heroes of the Environment: True Stories of People Who Are</i> • <i>Helping to Protect Our Planet</i> by Harriet Rohmer

Social Studies - Quarter III

Big Idea: Economics, Innovation, and Technology

Topic: Economics

Standards:	GOAL	
<ul style="list-style-type: none"> • 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. • 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.6 Describe the role and relationship among households, businesses, laborers, and governments within our economic system. • 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community. • 6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States. • 6.1.4.C.1: Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. • 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 products. • 6.1.4.C.5: Explain the role of specialization in the production and exchange of goods and services. • 6.1.4.C.12: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. 	<p>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.</p> <p>Goal 6: Determine the difference between needs and wants and how families satisfy needs and wants. Define what a resource is and what resources we have in our families, classroom, and communities.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • Why do people work? • What is a tax and what is it used for? • What is a volunteer? • What is the difference between a want and a need? • How do families, schools, and community satisfy needs and wants? • What are the resources that we have available in our homes, community, school, and classroom? • How do we obtain the goods and services that we need and/or want? • What is money, how do we use it, and why do we need it? • What are producers and consumers? 	<p>Resources</p> <ul style="list-style-type: none"> • Class Discussions • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers <p>Internet Resources</p> <ul style="list-style-type: none"> • www.scholastic.com • www.ellisland.org • www.readingrockets.org • www.pbs.org • www.readwritethink.org

Social Studies - Quarter III
Big Idea: Economics, Innovation, and Technology
Topic: Economics

Standards (Continued)	Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. • W. 1.1 - Write opinion piece 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. 	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • People work to earn money. • A tax is money that people pay to a community to pay the workers for what they do. • Volunteers do important jobs without getting paid. • Everybody has different types of “needs” and “wants”. • People make decisions based on their needs, wants, and the availability of resources. • People must set goals to obtain needs and wants. • Needs are things that we must have to live and wants are things that we would like to have. • We can live without wants but we cannot live without basic needs (i.e. food, water, shelter, and clothing). • People must first buy what they need to live, then they can choose things they want to buy. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students’ daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter III
Big Idea: Economics, Innovation, and Technology
Topic: Economics

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • List/Venn Diagrams: Create class list of needs and wants. Compare and contrast needs and wants using families, schools, and/or communities. Compare and contrast the different types of resources: human resources, natural resources and capital. • Simulation: Simulate the exchange of money for goods or services. • Matching: Match various job descriptions with their job titles. • Read Aloud: Read or Watch <i>Charlie Needs a Cloak</i> (DePaola, 1973, also on YouTube). Discuss why Charlie’s cloak is in rags. Ask the students does Carlie need a new one? Why? What might happen if Charlie does not get a new cloak? How does Charlie get a new cloak? What do the sheep get in exchange? What do people get from other animals and plants that they can use? Students will draw a picture or write a sentence. • Web Site Suggestions: We are all Consumers and Producers lesson at: http://www.econedlink.org/lessons/index.php?lid=457&type=educator <i>Teaching Economics Using or Children’s Literature</i>. Use a T chart to examine goods versus services or Community Construction Kit Make a web of occupations and tools people use in those occupations. • Bunny Money: <i>Bunny Money-Ruby and Max</i> (Well, 1997). See “Bunny Money” lesson at http://www.stlouisfed.org/education_resources/assets/lesson_plans/BunnyMoneyLessonPlan.pdf • Act Out: Make props and/or costumes to create a live commercial selling a product or service. Present your commercial to an audience. • Write/Draw: Create an advertisement or poster to represent a product or service made to draw attention to your business. Present your ad or poster to an audience. • Scene: Build a diorama or mobile demonstrating the merits of a product or service for sale. Present the project to an audience. • Radio Commercial: Create an audio advertisement made for radio to encourage people to buy a product or service. Use descriptive words to convince the audience to purchase the product.

Social Studies - Quarter III
Big Idea: Economics, Innovation, and Technology
Topic: Economics

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Suggested Literacy Integration:</u></p> <ul style="list-style-type: none"> • <i>A Chair For My Mother</i> by Vera B. Williams • <i>A Day's Work</i> by Eve Bunting • <i>A New Coat</i> for Anna by Harriett Ziefert • <i>Alex and the Amazing Lemonade Stand</i> by Alex Scott • <i>Alexander, Who Used to be Rich Next Sunday</i> by Judith Viorst • <i>Goods and Services</i> by Janeen Adil • <i>Sam and the Lucky Money</i> by Karen Chinn • <i>What Do We Buy? A Look at Goods and Services</i> by Robin Nelson • <i>What Can You Do With Money?</i> by Jennifer Larson • <i>What Is Scarcity of Resources?</i> By Jessica Cohn • <i>Who's Buying? Who's Selling?</i> by Jennifer Larson <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> • Class Discussions • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers

Social Studies - Quarter III

Big Idea: Economics, Innovation, and Technology

Topic: Innovation and Technology

Standards: <ul style="list-style-type: none"> • 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. • 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.6 Describe the role and relationship among households, businesses, laborers, and governments within our economic system. • 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community. • 6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States. • 6.1.4.C.1: Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. • 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 products. • 6.1.4.C.5: Explain the role of specialization in the production and exchange of goods and services. • 6.1.4.C.12: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who. 	GOAL	
	<p>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.</p> <p>Goal 7: Realize that technology and innovation are ever changing and forward moving and have a dramatic impact on our world.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
<ul style="list-style-type: none"> • What effects have technology and innovation had on our past and our present? • What innovations can you imagine for our future? 	<p>Resources</p> <ul style="list-style-type: none"> • Class Discussions • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers <p>Internet Resources</p> <ul style="list-style-type: none"> • www.scholastic.com • www.ellisland.org • www.readingrockets.org • www.pbs.org • www.readwritethink.org 	

Social Studies - Quarter III

Big Idea: Economics, Innovation, and Technology

Topic: Innovation and Technology

Standards (Continued)	Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. • W. 1.1 - Write opinion piece 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. 	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Inventions, technology and innovations throughout the centuries have led to our world today. • Technology and innovations are ever changing and growing so fast, that by the time something is invented in this day and age, it is almost obsolete. • Studying the progress and advances from long ago can have an impact on understanding our future. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Quarter III

Big Idea: Economics, Innovation, and Technology

Topic: Innovation and Technology

Standards (Continued)

Instructional Tools/Learning Activities/Resources/Assessments (Continued)

Learning Activities

- **Sort:** Identify ways in which science and technology have affected communication, transportation, and recreation.
- **Group Projects:** murals/posters/mobiles/dioramas
- **Role Play:** skits, puppets, props/costumes, felt-boards, cut-outs
- **Projects:** diorama, mobile, poster, book, brochure, etc.
- **KWLA Chart:** Know, Want to Know, Learn, Analyze

Suggested Literacy Integration

Email by Larry Dane Brimmer

Click Clack Moo Cows that Type by Dorine Cronin

Social Studies - Quarter IV
Big Idea: History, Culture, and Persepctives
Topic: History

Standards:	GOAL	
<ul style="list-style-type: none"> • 6.1.4.D.17: Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • 6.1.4.A.7: Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels • 6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. • 6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. • 6.1.4.A.9: Compare and contrast responses of individuals and groups, past, and present, to violations of fundamental rights. • 6.1.4.A.10: Describe how the actions of Dr. Martin Luther King Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 	<p>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.</p> <p>Goal 8: Understand United States history and the position that our nation holds in the world. Discuss how past and present interactions of people, cultures, and the environment shape American heritages.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What makes a person an American? • How have people contributed in shaping our American heritage and traditions? • How do we connect to them? • How can an individual make a difference in history? • Why and how was our nation created? • How does understanding what has happened in the past help us make decisions for the future? • What do the terms “long ago” and “tomorrow” mean? • What is a timeline and how can we use it to explain how history influences our daily life? • What is the significance of our American holidays and symbols? • What do American symbols and holidays mean to you? 	<p>Resources</p> <ul style="list-style-type: none"> • Class Discussions • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers <p>Internet Resources</p> <ul style="list-style-type: none"> • www.scholastic.com • www.ellisland.org • www.readingrockets.org • www.pbs.org • www.readwritethink.org

Social Studies – Quarter IV
Big Idea: History, Culture, and Perspectives
Topic: History

Standards (Continued)	Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. • W. 1.1 - Write opinion piece 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. 	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • The American identity is a result of significant historical events and the contributions of a diverse group of people. • Historical figures played a significant role in the development of our country. • The United States of America was formed by the Founding Fathers. • Our nation has a rich history and is based on fundamental principles. • Patriotic holidays are opportunities to come together as a nation and celebrate our accomplishments. • National symbols such as; (American flag, Bald eagle, Pledge of Allegiance, National Anthem, White House, monument, etc.) are a proud representation of patriotism. • The meanings of American symbols elicit different memories and personal connections. 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students’ daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 – Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 – Student understands learning and can make some connections, but could use some support. ○ 2 – Student understands parts of learning and needs help making connections. ○ 1 – Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies – Quarter IV
Big Idea: History, Culture, and Perspectives
Topic: History

Standards (Continued)

Instructional Tools/Learning Activities/Resources/Assessments (Continued)

Learning Activities

- **Museum:** Display interesting memorabilia from communities past such as photos, artifacts, objects, which can be obtained from local library, community center, post office, historic home.
- **Chart:** Generate a three column chart highlighting the details of the battles of Trenton, Princeton, and Monmouth
- **Mobile:** Students should brainstorm then draw pictures of various modes of transportation throughout history then use the illustration to create a mobile.
- **Time Line:** Students will create a timeline of major historical events in American history. Their timeline should represent some of the main historical figures that have been influential in our country along with patriotic symbols that represent our country.
- **Map:** Create a map showing the battle sites in New Jersey
- **Write/Draw:** Create a book or poster to represent a timeline of important events and historical figures from American history. Present the book or poster to your audience
- **Act It Out-** Make props and/or costume that represent our county’s rich history. Include prominent figures in the United States. Present skit to your audience.
- **Scene:** Build a diorama or mobile depicting a timeline of important events and historical figures from American history. Present the project to your audience
- **Symbol Lesson:** Lessons on symbols that are unique to our country
<http://lessonplanspage.com/ssartla4thofjulyflagdayamericansymbols12-htm/>
- **Lesson on citizenship and symbols** <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/activity/>
- **Lesson on Pledge of Allegiance**
<https://web.archive.org/web/20111213231912/http://www.technologyprojects4kids.com/1st%20%20Grade%20SOL%20Resources.htm#11>

Social Studies - Quarter IV
Big Idea: History, Culture, and Persepctives
Topic: History

Standards (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<p><u>Learning Activities (Continued)</u></p> <ul style="list-style-type: none"> • Lessons on New Jersey symbols http://www.apples4theteacher.com/usa-states/new-jersey/ • Writing - Students will explain how their families celebrate patriotic holidays and compare their experiences with one another. <p><u>Suggested Literacy Integration</u></p> <p><i>Arthur Meets the President</i> by Marc Brown <i>George Washington: Andrew Santella</i> <i>If I Were President</i> by Catherine Stier <i>The Everything Kids' Presidents Book</i> by Brian Thornton <i>The New Big Book of U.S. Presidents</i> by Fascinating Facts about Each and <i>Every President, Including an American History Timeline</i> by Marc Frey <i>Time for Kids: Presidents of the United States</i> by Editors of TIME For Kids <i>My Best Friend, Abe Lincoln: A Tale of Two Boys From Indiana</i>: by Robert L. Bloch <i>The 4th of July</i> by Alice Dalgliesh <i>Martin's Big Words</i> by Doreen Rappaport <i>Soaring With the Wind</i> by The Bald Eagle: Gail Gibbons</p> <ul style="list-style-type: none"> • <i>The Statue of Liberty</i> by Lucille Recht Penner <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> • Class Discussions • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers

Social Studies - Quarter IV
Big Idea: History, Culture, and Perspectives
Topic: Cultures and Perspectives

Standards: <ul style="list-style-type: none"> • 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 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.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. • 6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 	GOAL	
	<p>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.</p> <p>Goal 9 Recognize the importance of understanding and respecting other cultures and perspectives.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How does diversity make our world a better place? • How are families/schools around the world similar/different? • How can understanding the ways I am similar and different help me to resolve conflict 	<p>Resources</p> <ul style="list-style-type: none"> • Class Discussions • Leveled books • Reading A-Z • Assorted Read-Alouds • Graphic organizers <p>Internet Resources</p> <p>http://www.discovereducation.com/ http://www.choices.edu https://www.brainpop.com http://school.discovereducation.com www.state.nj.us/education</p>

Social Studies - Quarter IV
Big Idea: History, Culture, and Perspectives
Topic: Cultures and Perspectives

Standards (Continued)	Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP 1 • CRP 4 • CRP 5 • CRP 7 • CRP 8 • CRP 11 • CRP 12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • R.I.1.10 - With prompting and support, read informational texts appropriately complex for grade 1. • W. 1.1 - Write opinion piece 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. 	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Culture includes traditions and beliefs that are accepted by a group of people. • Events and experiences may be viewed differently by different groups of people. • It is important to understand and respect other cultures and perspectives. <p><u>Suggested Literacy Integration</u> <i>The Morning Chair</i> by Barbara M. Joesse</p>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Grading Scale: Monitor or evaluate students' daily learning and understanding of key concepts: <ul style="list-style-type: none"> ○ 4 - Student fully understands learning and can explain connections. Student can explain topic to someone else. ○ 3 - Student understands learning and can make some connections, but could use some support. ○ 2 - Student understands parts of learning and needs help making connections. ○ 1 - Students does not understand learning and cannot make connections, student requires supplemental help. • Teacher-created scales & rubrics • Performance Assessments • Projects • Teacher/Student conferencing • Oral assessments • Anecdotal notes

Social Studies - Grade 1

COURSE BENCHMARKS

1. Recognize how to become responsible and active citizens in the community, understand the importance of rules used in the community, family, school, and classroom.
2. Appreciate similarities and differences in individuals, families and groups and understand that tolerance and cooperation are essential for a community's success.
3. Deepen the understanding of the local and larger communities that we belong to. Utilize knowledge of map and globe skills to help identify and describe geographic locations and landforms.
4. Recognize and appreciate similarities and differences in individuals, families and groups. 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.
5. Appreciate the natural resources of our planet and learn how to protect and preserve them. Recognize and list Earth's Natural Resources.
6. Determine the difference between needs and wants and how families satisfy needs and wants. Define what a resource is and what resources we have in our families, classroom, and communities.
7. Realize that technology and innovation are ever changing and forward moving and have a dramatic impact on our world.
8. Understand United States history and the position that our nation holds in the world. Discuss how past and present interactions of people, cultures, and the environment shape American heritages.
9. Recognize the importance of understanding and respecting other cultures and perspectives.