

Beach Haven School District

Social Studies Curriculum

Grade 1

Introduction

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Revised on:	December 18, 2019
Revised by:	Katie Micek, Jessica Wiehr
Proposed Revision	Summer 2021

Unit 1: Citizenship/Working Together	40 days- ongoing
Unit 2: Communities/All About Communities	30 days- ongoing
Unit 3: History People and Places in History	60 days- ongoing
Unit 4: Geography Our Earth	50 days- ongoing
Unit 5: Economics	ongoing
Unit 6: Celebrating Our Heritage	ongoing

Unit 1: Citizenship/Working Together	Duration: 40 days- ongoing
Standards	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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> <p>6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.4. D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p>	

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 Evaluate what makes a good rule or law.

6.3.4. A.2 Contact local officials and community members to acquire information and/or discuss local issues.

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.

Interdisciplinary Connections ELA Standards

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RF.2.4.A. Read grade-level text with purpose and understanding.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1. Participate in collaborative conversations with diverse partners ...with peers and adults in small and larger groups.

Technology Standards

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

CRP2. Apply appropriate academic and technical skills.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A good citizen makes his or her country and community a better place. • A good citizen follows the rules. • The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States. • The key terms in anti-bullying are: upstander, bystander, bully, and victim. • Everyone in the vicinity of a bullying incident involves him or herself by playing one of the four roles listed above. • Not everyone is treated equally. 	<ul style="list-style-type: none"> • What makes a good citizen? • How does a good citizen act? • What are some symbols that represent the United States? • What roles do people play in bullying incidents? • How can we address bullying by becoming “upstanders” who speak up for the rights of others? • How can we become activists for social justice, in our own daily lives and in the future? • How did Martin Luther King Jr. fight for equality?

Accommodations & Modifications

English Language Learners

- 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)

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

Basic Skills

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Economically Disadvantaged

- Provide extra supplies
- Study Guides sent home as extension

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Vocabulary	
citizen, leader, community, rules, laws, patriotic symbol, justice, equality, Bully/Bullying, Victim, Upstander, Bystander	
Knowledge and Skills	
Content	Skills
<p><i>Students will</i></p> <ul style="list-style-type: none"> ● 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. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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 historical figures who were good citizens. ● Demonstrate understanding and skills through material such as songs. 	<ul style="list-style-type: none"> ● 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
Instructional Plan	

Suggested Activities	Resources
Students will create a famous citizen museum -Choose a famous citizen, create a timeline, dress as your favorite person, invite parents to the museum, and students speak as their favorite person.	<ul style="list-style-type: none"> • Library books • Parent letter • Art supplies • Note cards • Chromebooks • Interactive projector
Students will create a good citizen poster. Posters will be presented to the class and then displayed in the classroom to reference during this unit.	<ul style="list-style-type: none"> • Good citizen ideas • Large chart paper • Art supplies • Modeled example
Students will create a good citizen class book to give to local police station.	<ul style="list-style-type: none"> • Paper • Crayons • Markers

	<ul style="list-style-type: none"> • Modeled example
Students will create a class constitution with classroom rules.	<ul style="list-style-type: none"> • Chart paper • markers
Students will be able to accurately and empathetically role-play a bullying incident, playing each of the four, previously mentioned roles.	Online resources, Chromebook, art supplies
Students will read stories about Martin Luther King Jr. then create a chart that depicts the ways in which he helped fight for equality.	Online resources, mentor texts, poster board
Students will create an illustration on how they can go “From Friend to Upstander” and will present to their group.	Online resources, Chromebook, art supplies, pg. 22 from State Curriculum link below
Literature	
<i>HMH- Kids Discover</i> <i>Weekly Reader- Scholastic News</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>Woodrow, the White House Mouse</i> by P.C. Barnes <i>Washington, D.C.: A Scrapbook</i> by Laura Lee Benson <i>The American Flag</i> by Patricia Ryon Quiri <i>The Day Gogo Went to Vote</i> , South Africa, 1994 by Elinor Sisulu <i>African ABC</i> by Taylor Jacqui <i>Martin’s Big Words: The Life of Dr. Martin Luther King Jr.</i> by Doreen Rappaport <i>If I Were President</i> by Catherine Stier <i>A Big Cheese for the White House: The True Tale of a Tremendous Cheddar</i> by Candace Fleming <i>So You Want To Be President</i> by Judith St. George	
Websites	
The Site for family’s kid’s parents and teachers - Write a story , read it, or hear it.	http://goodnightstories.com/
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	www.scholastic.com

Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	www.lessonplanet.com
A site with articles, subjects, and tons of links for all subjects of social studies.	www.socialstudiesforkids.com
Weekly classroom news magazine that motivates kids to read! Issues cover a wide range of real-world topics kids love to learn about.	www.timeforkids.com
Free arcade games featuring the best action, adventure, sports, and racing games!	www.primarygames.com
A green CITY OF YOUR OWN! Metropolis a curriculum developed by John Martoni, a third-grade teacher and planner .	http://www.planning.org/kidsandcommunity
Educational games and videos from Curious George, Wild Kratts and other PBS KIDS shows.	www.pbskids.org
An elementary education resource site for teachers. Educational activities are categorized by subject.	www.apples4theteacher.com
Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	https://jr.brainpop.com
Lessons and activities to help reinforce what it is to be a good Upstander.	https://www.state.nj.us/education/holocaust/curriculum/UniversalK-5.pdf

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>The goal is to write an advertisement seeking a Good Citizen listing all the qualities and requirements that are needed for the job of Good Citizen. Advertisements will be displayed on a help wanted bulletin board.</p>	Formative Assessments <ul style="list-style-type: none"> • Classroom Discussion • Anecdotal Notes • Exit Slips • Checklists • Cooperative Learning Groups • Open Ended Questions • Vocabulary • Rubrics • Participation and teacher observation
	Summative Assessments <ul style="list-style-type: none"> • Quizzes • Pre-test, post-test, and daily work • Chapter tests • District benchmarks or interim assessments • End of unit tests • Student Report Card grades • Presentations or Projects • Portfolios
	Benchmark Assessment

	<ul style="list-style-type: none">• Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none">• Group Work/Class Discussion Rubric• Teacher Observations• Questions Starters• Participation Rubric• Modified Tests/Quizzes/Classwork• Social Studies related Reading A-Z• Social Studies related Achieve 3000 Leveled Articles• Fundamentals Unlimited Books and Assessments
--	---

Unit 2: Communities All About Communities	Duration: 30 days- ongoing
Standards	
<p>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.</p> <p>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.</p> <p>6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4. C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.3.4. A.1 Evaluate what makes a good rule or law.</p> <p>6.3.4. A.2 Contact local officials and community members to acquire information and/or discuss local issues.</p> <p>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.</p>	
<p style="text-align: center;">Interdisciplinary Connections Visual and Performing Arts Standards</p>	
<p>1.3.2. C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.</p>	
<p style="text-align: center;">ELA Standards</p>	
<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Technology Standards

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <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.	<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?

Accommodations & Modifications

English Language Learners

- 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)

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

Basic Skills

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Economically Disadvantaged

- Provide extra supplies
- Study Guides sent home as extension

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

	<ul style="list-style-type: none"> • Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies related Reading A-Z • Social Studies related Achieve 3000 Leveled Articles • Fundamentals Unlimited Books and Assessments
Vocabulary	
Career, Community, Suburban, Rural , Urban, Neighbor	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> <ul style="list-style-type: none"> • People live in communities. 	<i>Students will be able to ...</i>

<ul style="list-style-type: none"> • Community members work together for the common good. • Characteristics of cities, suburbs, and rural areas. • Significance of community landmarks. • Literature increases knowledge about how a city or urban area, small town or village, and rural area are different. • Changes in communication and transportation and explore ways that these changes have affected people's lives. • Qualities of good citizenship and recognize ways to show good citizenship. • How rules and laws help communities. 	<ul style="list-style-type: none"> • 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.
Instructional Plan	
Suggested Activities	Resources
Students will participate in a Community helpers Career Day- Parents come in and talk to the class about their job and the important role they play within the community.	Brainpop Jr., parent letter, signup sheet

Students will create a LBI travel brochure containing local attractions to show why others should visit	Sample brochure, Google maps, books, Chromebook, art supplies
Students will create a Community Map of town including landmarks, a key, and map out path from school to home.	Sample map, art supplies, Chromebook
Students will create an advertisement for their favorite place in the neighborhood that shows why others should visit.	Art supplies, sample advertisement
Students will interview someone from their community who has resided there a long time in order to discover how their role in the community has evolved or changed over time.	Sample interview
Students will participate in a community Kahoot using local landmarks.	Chromebooks, interactive projector
Students will describe the physical features and human characteristics of neighborhoods (including simple landforms, populations, types of housing, i.e., apartments, condos, houses, etc. and transportation systems). Students will identify the type of community in which they live (rural, urban or suburban) and defend their choice verbally or in writing.	Websites, google maps
Students will identify various jobs within their community and compare/ contrast them to jobs within other rural, urban or suburban communities.	Online resources, Chromebook, google classroom
Students will identify their family heritage and make a class tally chart or bar graph to show diversity.	Chart paper, art supplies
HMH- Kids Discover Houghton Mifflin-Social Studies; 2008 Textbook: <i>My World Social Studies</i> , Pearson; 2013. <i>Franklin's Neighborhood</i> by Paulette Bourgeois	

<i>Uptown</i> by Bryan Collier

<i>Next Stop Grand Central</i> by Maira Kalman <i>Town and Country</i> by Alice Provensen & Martin Provensen <i>Madlenka</i> by Peter Sis <i>Mei-Mei Loves The Morning</i> by Margaret Tsubakiyama <i>Grandpa's Corner Store</i> by Dyanne Disalvo-Ryan <i>Yard Sale!</i> by Mitra Modarressi	
Websites	
An elementary education resource site for teachers. Educational activities are categorized by subject.	http://apples4theteacher.com
Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	https://jr.brainpop.com
A site with articles, subjects, and tons of links for all subjects of social studies.	http://socialstudiesforkids.com
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	http://scholastic.com
Find 350000+ lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	http://lessonplanet.com
The Site for families, kids, parents and teachers - Write a story, read it, or hear it	http://goodnightstories.com/
Teaches kids from kindergarten through 12th grade about the federal government , from the U.S. Government Printing Office.	http://bensguide.gpo.gov/k-2/government/index.html
Find activities that develop map skills in students from preK to Grade 6. It also deepens and gives a more complete understanding of history	https://www.nationalgeographic.org/education/map-skills-elementary-students
Educational games and videos from Curious George, Wild Kratts and other PBS KIDS shows!	http://www.pbskids.org

A green CITY OF YOUR OWN! Metropolis a curriculum developed by John Martoni, a third-grade teacher and planner .	http://www.planning.org/kidsandcommunity/
---	---

Primary Games has free arcade games featuring the best action, adventure, sports, and racing games!	http://primarygames.com
--	---

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students will come in dressed as what they want to be when they grow up (career). Students will give an oral presentation explaining why they chose that job and what their job entails and the importance it plays in the community. Students will also portray this character in a specific situation that is part of their job to show how important this community helper is to our town. Students will demonstrate a logical event based on the person's job.	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Classroom Discussions • Anecdotal notes • Exit slips • Check lists • Cooperative learning groups • Teacher Observation <p>Summative Assessments</p> <ul style="list-style-type: none"> • Pre/Post Tests • End of Unit Test • Presentations/projects <p>Benchmark Assessment</p>

	<ul style="list-style-type: none">• Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none">• Group Work/Class Discussion Rubric• Teacher Observations• Questions Starters• Participation Rubric• Modified Tests/Quizzes/Classwork• Social Studies related Reading A-Z• Social Studies related Achieve 3000 Leveled Articles• Fundamentals Unlimited Books and Assessments
--	---

Unit 3: History, People, and Places in History	Duration: 60 days- ongoing
Standards	
<p>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.</p> <p>6.1.4. D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>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.</p> <p>6.1.4. D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <p>6.1.4. D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>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.</p> <p>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.</p> <p>6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p>	

6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

**Interdisciplinary Connections
ELA Standards**

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.K.5. Add drawings or visual displays to descriptions as desired to provide additional information.

SL. K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Technology Standards

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey. • 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. • An immigrant is a person who leaves a country to live in another. • Pioneers leave their homes to inhabit a land they do not know. • It is important to accept others that are different from you. 	<ul style="list-style-type: none"> • What is a Native American? • How did the Native Americans help the Pilgrims? • What key historical people and documents led to the development of our nation? • What is an immigrant? • What is a pioneer? • Why is it important to be accepting of others who are different from you? • How can children stand up against prejudice and bullying?

Accommodations & Modifications

English Language Learners

- 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)

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

Basic Skills

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Economically Disadvantaged

- Provide extra supplies
- Study Guides sent home as extension

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Vocabulary

Native Americans, traditions, pilgrims, colonies, documents, immigrant, pioneer, prejudice, acceptance

Knowledge and Skills**Content**

Students will know....

- 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.

Skills

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.

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Retell the plots of fictional stories. • Analyze themes in literature, including acceptance, friendship, and open- mindedness. • Write about and illustrate key themes of literature as they apply to their own lives.
Instructional Plan	
Suggested Activities	Resources
Students will explain orally, with a Venn diagram or through a project, how their school's character education/anti-bullying program is the same as the actions of historic figures like Martin Luther King, Jr.	Model text, model venn diagram, brainpopjr.
Students will explain (verbally or visually) what the patriotic holidays and symbols of our nation stand for and why each is important.	Brainpop Jr., mentor texts
Students will explain the bravery that Ruby Bridges displayed for Black History Month. Students will create a construction paper Ruby Bridges and write a response as to why they felt she was so brave.	Ruby Bridges book, model, art supplies, writing paper

Students will explore Brainpopjr. And the important women that played a role in our nation's history. Students then will participate in a game of Kahoot.	Kahoot, Chromebook, brainpopjr.
Students will commemorate Hellen Keller in honor of Women's history month by reading mentor text and making their names in braille with split peas.	Mentor text, sentence strips, art supplies, braille code alphabet, dried split peas
Students will create an illustration of when they meet someone new who is different from them and also describe their illustration.	Art supplies, Smartboard, pg. 10 in the State Curriculum link added below
Literature	
<i>HMH- Kids Discover</i> <i>Weekly Reader- Scholastic News</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>Where Did Your Family Come From? A Book About Immigrants</i> by Melvin and Gilda Berger <i>Frank's Great Museum Adventure</i> by Rod Clement <i>Museums</i> by Jason Cooper <i>Covered Wagons, Bumpy Trails</i> by Verla Kay <i>I Have a Dream</i> by Martin Luther King <i>Grandmother's Dreamcatcher</i> by Becky Ray McCain <i>Who Came Down That Road?</i> by George Ella Lyon <i>How Chipmunk Got His Stripes: A Tale of Bragging and Teasing</i> by Joseph Bruchac and James Bruchac <i>Red Flower Goes West</i> by Ann Turner <i>The Berenstain Bears: New Neighbors</i> by Stan and Jan Berenstain <i>The Sneetches and other Stories</i> by Dr. Seuss	
Websites	
Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	http://lessonplanet.com
Social Studies for Kids is a site with articles, subjects, and tons of links for all subjects of social studies.	http://socialstudiesforkids.com

An elementary education resource site for teachers. Educational activities are categorized by subject.	http://apples4theteacher.com
Free arcade games featuring the best action, adventure, sports, and racing games!	http://primarygames.com
Watch exciting videos from BBC programs that are full of facts about space and presented by ... Exploration . A wide variety of missions of exploration seek to explain the Universe's unanswered questions. UK Dark Matter Collaboration.	http://www.bbc.co.uk/history/discovery/exploration/map_
TerraFly changes the way you view your world. Simply enter an address, and our system will put you at the controls of a new and innovative way to explore your world.	http://www.terrafly.com
Listings of geographic entity names, codes, total population, ... You are here: Census.gov › Geography › Maps & Data ›	http://www.census.gov/cgi-bin/gazetteer
Lesson Plans and resources relating to acceptance.	https://www.state.nj.us/education/holocaust/curriculum/UniversalK-5.pdf

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

<p>Students will dress up as their favorite person they learned about in this unit. Along with students coming in dressed as the historical figure, they must give a presentation about who their chosen figure was. Information can be presented orally, as a poster, or powerpoint.</p>	Formative Assessments <ul style="list-style-type: none"> • Classroom Discussion • Anecdotal Notes • Exit Slips • Checklists • Cooperative Learning Groups • Open Ended Questions • Vocabulary • Rubrics • Participation and teacher observation
	Summative Assessments <ul style="list-style-type: none"> • Pre-test, post-test, and daily work • Chapter tests • District benchmarks or interim assessments • End of unit tests • Student Report Card grades • Quizzes • Presentations or Projects • Portfolios

Benchmark Assessment

- | | |
|--|---|
| | <ul style="list-style-type: none">• Social Studies Notebook Check with Scoring Rubric |
|--|---|

	Alternative Assessments
--	--------------------------------

- | | |
|--|---|
| | <ul style="list-style-type: none">• Group Work/Class Discussion Rubric• Teacher Observations• Questions Starters• Participation Rubric• Modified Tests/Quizzes/Classwork• Social Studies related Reading A-Z• Social Studies related Achieve 3000 Leveled Articles• Fundamentals Unlimited Books and Assessments |
|--|---|

Unit 4: Geography Our Earth	Duration: 50 days- ongoing
Standards	
<p>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.</p> <p>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.</p> <p>6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4. C.9 Compare and contrast how access to and use of resources affects people across the world differently.</p> <p>6.3.4. A.2 Contact local officials and community members to acquire information and/or discuss local issues.</p> <p>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.</p>	
<p style="text-align: center;">Interdisciplinary Connections ELA Standards</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	
<p style="text-align: center;">Technology Standards</p> <p>8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>	

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.
CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings

Students will understand that...

- 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.
- Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.
- A natural resource is something that is in nature that is ready for people for use.
- We can protect the earth by making minimal changes and practicing recycling.

Essential Questions

- How does geography help me?
- What are important characteristics of our country and world?
- What different landforms make up our country?
- What are the four seasons and how do they affect our lives?
- What is a natural resource and how do we use them?
- How can we protect the Earth?

Accommodations & Modifications

English Language Learners

- 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)

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

Basic Skills

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Economically Disadvantaged

- Provide extra supplies
- Study Guides sent home as extension

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students will create a map of something within the school using symbols for landmarks, map key and map scale. Examples being the classroom, favorite special, playground or school showing route to a destination. The map will be given to a partner and the partner will have to navigate using the map.	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Classroom Discussion • Anecdotal Notes • Exit Slips • Checklists • Cooperative Learning Groups • Open Ended Questions • Vocabulary • Rubrics • Participation and teacher observation <p>Summative Assessments</p> <ul style="list-style-type: none"> • Quizzes • Pre-test, post-test, and daily work • Chapter tests • District benchmarks or interim assessments • End of unit tests • Student Report Card grades

	<ul style="list-style-type: none"> • Presentations or Projects • Portfolios <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies related Reading A-Z • Social Studies related Achieve 3000 Leveled Articles • Fundamentals Unlimited Books and Assessments
Vocabulary	
Earth, continents, oceans, capitals, states, landforms, seasons, weather, natural resources, conservation, map, globe, compass rose, map key, map scale	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> <ul style="list-style-type: none"> • Identify the United States and her neighbors on a map and globe. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Utilize a map and a globe to identify the United States and her border neighbors.

<ul style="list-style-type: none"> ● Identify the oceans and seven continents on a map and globe. ● Identify major landforms and bodies of water on maps and globes. ● Learn how to use a compass rose, map key, and map scale. ● Recognize the difference between weather and seasons. ● Find out how weather patterns affect people's activities. ● 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"> ● Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water. ● Explain how to use a compass rose, map key, and map scale. ● Distinguish between weather and seasons vocabulary. ● Discuss how weather influences personal activity. ● Describe natural resources and how people are 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.
Instructional Plan	
Suggested Activities	Resources
Given a world map and a globe, students will identify oceans and continents, country borders, the location of the United States and New Jersey, places that are usually hot (near the equator) and usually cold (near the poles) and various symbols (cities, mountains,	<ul style="list-style-type: none"> ● World map ● Globe ● Coloring pencils

water) in a variety of ways (e.g., finger pointing, coloring, verbal or written explanation).	
Students will interview a family member about a neighborhood that they grew up in. Using a sheet of paper will create of map of that neighborhood using map symbols for landmarks.	<ul style="list-style-type: none"> • Construction paper • Coloring pencils
Students will create a map of their bedroom and share with the class.	<ul style="list-style-type: none"> • Construction paper • Coloring pencils
Students will record and graph the weather, temperature and activities to identify patterns related seasons.	<ul style="list-style-type: none"> • Graph • Chromebook (check weather)
Students will plant flowers on school grounds to contribute to renewable/natural resources.	<ul style="list-style-type: none"> • Flowers • Gardening tools • Brainpop jr.
Literature	
<i>HMH- Kids Discover</i> <i>Weekly Reader- Scholastic News</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>The Earth and I</i> by Frank Asch <i>Our Earth</i> by Anne Rockwell <i>Earthdance</i> by Joanne Ryder <i>In November</i> by Cynthia Rylant <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer <i>Letter to the Lake</i> by Susan Swanson <i>Our Big Home: An Earth Poem</i> by Linda Glaser <i>River Friendly, River Wild</i> by Jane Kurtz	
Websites	
Color landforms of the United States	http://fermi.jhuapl.edu/states/states.html
Virtual tours of landmarks around the world	https://www.google.com/earth/explore/showcase/

List of States and Capitals, as well as State facts	http://www.50states.com/
Short videos about landforms, countries, and map reading	https://jr.brainpop.com/
An elementary education resource site for teachers. Educational activities are categorized by subject.	http://apples4theteacher.com
Historical maps, modern maps, maps in general	http://socialstudiesforkids.com
Information on natural resources	http://www.urbanext.uiuc.edu/world/nres.html
Lesson plans, videos, presentations, activities, apps, and worksheets	http://lessonplanet.com
Digital version of weekly readers as well as short video clips	http://scholastic.com

Unit 5: Economics	Duration: ongoing
Standards	
<p>6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4. C.4 Describe how supply and demand influence price and output of products.</p> <p>6.1.4. C.5 Explain the role of specialization in the production and exchange of goods.</p> <p>6.1.4. C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>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.</p> <p>6.1.4. C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.1.4. C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p>	
<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;">ELA Standards</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	
<p style="text-align: center;">Technology Standards</p> <p>8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>	
<p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>	

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <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.● Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.● A natural resource is something that is in nature that is ready for people for use.● We can protect the earth by making minimal changes and practicing recycling.	<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 are needs and wants?● What are goods and services?● What are producers and consumers?● What is a factory?● What is trade?● What is technology?

Accommodations & Modifications

English Language Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring

<ul style="list-style-type: none"> • Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
Gifted and Talented <ul style="list-style-type: none"> • 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
Basic Skills <ul style="list-style-type: none"> • Allow extra time to complete assignments or tests • Work in a small group • Allow answers to be given orally or dictated
Economically Disadvantaged <ul style="list-style-type: none"> • Provide extra supplies • Study Guides sent home as extension
Special Education <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications • Provide manipulatives or the opportunity to draw solution strategies
504 Plans <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all 504 plan modifications • Provide manipulatives or the opportunity to draw solution strategies

Vocabulary
Money, needs, wants, tax, goods, services, trade, factory, volunteers, producers, consumers
Knowledge and Skills

Content	Skills
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • Understand that people work to earn money and help others. • Explain the choices people make about earning money. Identify needs and wants. • Explain the choices people make about spending and saving. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Explain why people work.
<ul style="list-style-type: none"> • Distinguish between goods and 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"> • List examples of needs and wants and discuss choices people make when earning, saving, and spending money. • Define goods, services, producers, and consumers. • Sequence the process of creating finished goods from a natural resource. • Participate in the trade process. • Explain how communication, transportation, and recreation have been affected by science and technology.
Instructional Plan	
Suggested Activities	Resources

Students will examine how people make economic decisions based upon their needs and wants (including what it means to “save” money). Students will draw and explain (verbally and in writing) how and why they should spend a sum of money on either a need or want when posed with a specific scenario.	Modeled example, mentor text, art supplies
Students will participate in a Kahoot game identifying money.	Chromebooks, interactive projector
Students will listen to guest speakers who are involved in trade within our community (crabbers, clammers, scallopers, commercial fisherman, cranberry harvesters) and participate in a class discussion.	Parent letter home, modelled questions
Students will be given a weekly allowance and they have to decipher how to spend it. Students will be told what they need to	fake/play money, list of necessary purchases

use some of their allowance on and the rest they may choose to spend it on what they want or to save it.	
Students will create an anchor chart of goods, services, producers, consumers and each make contributions to the four categories.	Anchor chart, art supplies, Chromebook

Literature

HMH- Kids Discover
Weekly Reader- Scholastic News
Houghton Mifflin, Social Studies- 2008
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

The Site for family's kid's parents and teachers - Write a story , read it, or hear it.	http://goodnightstories.com/
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	www.scholastic.com
Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	www.lessonplanet.com
A site with articles, subjects, and tons of links for all subjects of social studies.	www.socialstudiesforkids.com
Weekly classroom news magazine that motivates kids to read! Issues cover a wide range of real-world topics kids love to learn about.	www.timeforkids.com

Free arcade games featuring the best action, adventure, sports, and racing games!	www.primarygames.com
A green CITY OF YOUR OWN! Metropolis a curriculum developed by John Martoni, a third-grade teacher and planner .	http://www.planning.org/kidsandcommunity
Educational games and videos from Curious George, Wild Kratts and other PBS KIDS shows.	www.pbskids.org
An elementary education resource site for teachers. Educational activities are categorized by subject.	www.apples4theteacher.com
Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	https://jr.brainpop.com

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students will set up a classroom store, where they will have the opportunity to purchase supplies that they need or want. They will know how much each thing costs and how much they need to purchase the item. Students with the classroom job as the cashier will help check students out once they decide to purchase something.	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Classroom Discussion • Anecdotal Notes • Exit Slips • Checklists • Presentations or Projects • Portfolios • Cooperative Learning Groups • Open Ended Questions • Vocabulary • Rubrics • Participation and teacher observation <p>Summative Assessments</p> <ul style="list-style-type: none"> • Quizzes • Pre-test, post-test, and daily work • Chapter tests • District benchmarks or interim assessments

	<ul style="list-style-type: none">• End of unit tests• Student Report Card grades <p>Benchmark Assessment</p> <ul style="list-style-type: none">• Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none">• Group Work/Class Discussion Rubric• Teacher Observations• Questions Starters• Participation Rubric• Modified Tests/Quizzes/Classwork• Social Studies related Reading A-Z• Social Studies related Achieve 3000 Leveled Articles• Fundamentals Unlimited Books and Assessments
--	---

Unit 6: Celebrating Our Heritage	Duration: ongoing
Standards	
<p>6.1.4. A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p>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> <p>6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.3.4. A.2 Contact local officials and community members to acquire information and/or discuss local issues.</p> <p>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.</p>	
<p style="text-align: center;">Interdisciplinary Connections ELA Standards</p>	
<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	

Technology Standards

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings

Students will understand that...

- Labor Day is when we show respect for our country's working people.
- Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.
- Martin Luther King, Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.
- Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.
- Memorial Day is when we show respect for the soldiers who died for our country.
- Independence Day is when we celebrate our country's birthday.

Essential Questions

- What is Labor Day?
- What is Thanksgiving?
- What is Dr. Martin Luther King, Jr. Day?
- What is Presidents' Day?
- What is Memorial Day?
- What is Independence Day?

Accommodations & Modifications

English Language Learners

- 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)

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

Basic Skills

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Economically Disadvantaged

- Provide extra supplies
- Study Guides sent home as extension

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Vocabulary

Holidays, celebrations, memorial, labor, Pilgrims, Native Americans, equal rights, President, independence

Knowledge and Skills**Content****Skills***Students will know...*

- Explain how selected celebrations reflect an American love of individualism and freedom.
- Discuss how holidays reflect our local and national heritage.
- Learn the different types of celebrations related to the holidays studied based on culture.

Students will be able to ...

- Identify major holidays and relate how different people celebrate them.
- Explain why certain holidays are related to history

Instructional Plan**Suggested Activities****Resources**

Students will help to create a list entitled Jobs ABC. Listing a job for each letter of the alphabet. Then they will help to design a class book illustrating all 26 jobs.

Art supplies, Chromebook, interactive projector

Students will disguise a turkey made out of construction paper so they are not eaten on Thanksgiving.

Art supplies, modelled example, mentor text

Students will create peaceful protest posters and conduct a peaceful protest march in honor of MLK.	Art supplies., modelled example, mentor text
Student will choose a president and research his life to learn important facts such as birth date, home state, family members, work experience, accomplishments, and other interests. Then start your class on poster profiles of their presidents, asking them to record highlights of their research information and add drawings and pictures. After the children share their posters with the class, display them for inspiration and reference during your presidential unit.	Art supplies, modelled example, mentor text
Students will participate in School wide Veterans day celebration. They will learn songs, poems, sign language and make crafts to decorate the halls.	Art supplies, selected songs, poems
Students will sign a mock Declaration of Independence pertaining to the upcoming expectations of a second grader.	Mock Declaration of Independence, markers
Literature	
<i>HMH- Kids Discover</i> <i>Weekly Reader- Scholastic News</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler <i>Martin Luther King, Jr.</i> by Pam Parker <i>Celebrating</i> <i>President's' Day</i> by Kimberly Jordano <i>Presidents'</i> <i>Day</i> by David F. Marx <i>Memorial Day</i> by Jacqueline S. Cotton <i>The Wall</i> by Eve Bunting <i>Memorial Day Surprise</i> by Theresa Golding <i>Independence Day</i> by Trudy Stain Trueit <i>The Fourth of July Story</i> by Ashley Dagliess	
Websites	
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	www.scholastic.com

Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	www.lessonplanet.com
A site with articles, subjects, and tons of links for all subjects of social studies.	www.socialstudiesforkids.com
An elementary education resource site for teachers. Educational activities are categorized by subject.	www.apples4theteacher.com
Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	www.jr.brainpop.com
Free arcade games featuring the best action, adventure, sports, and racing games!	www.primarygames.com

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

Students will pretend to be a reporter and write an article about a celebration relating to one of the holidays learned about throughout the year. Article will include the who, what, when, where and why of the holiday.

Formative Assessments

- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Cooperative Learning Groups
- Open Ended Questions
- Vocabulary
- Rubrics
- Participation and teacher observation

Summative Assessments

- Quizzes
- Pre-test, post-test, and daily work

	<ul style="list-style-type: none"> • Chapter tests • District benchmarks or interim assessments • End of unit tests • Student Report Card grades • Presentations or Projects • Portfolios <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies related Reading A-Z • Social Studies related Achieve 3000 Leveled Articles • Fundamentals Unlimited Books and Assessments
--	---