

Beach Haven School District

Social Studies Curriculum

Grade K

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: My Place in the World (Community/All About Communities)	45 days- ongoing
Unit 2: Geography/Our Earth	35 days- ongoing
Unit 3: Citizenship/Working Together Unit 4: Economics/Connecting to the World	40 days- ongoing
Unit 5: People/Places in US History	50 days- ongoing
Unit 6: Holidays	ongoing

<p>Unit 1: My Place in the World (Community/All About Communities)</p>	<p>Duration: 45 days- ongoing</p>
<p>Standards</p>	
<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. 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 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</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>Interdisciplinary Connections:</p>	
<p>ELA:</p>	
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<p>Technology:</p>	
<p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product</p>	
<p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	
<p>Career Ready Practices:</p>	
<p>CRP1. Act as a responsible and contributing citizen and employee.</p>	
<p>CRP4. Communicate clearly and effectively and with reason.</p>	
<p>CRP12. Work productively in teams while using cultural global competence.</p>	
<p>21st Century Life and Career Standards:</p>	
<p>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.</p>	

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue..

Essential Understandings	Essential Questions
<p data-bbox="195 391 636 418"><i>Students will understand that...</i></p> <ul data-bbox="247 467 1144 979" style="list-style-type: none"><li data-bbox="247 467 1031 540">● A community is a place where people live, work, and have fun together.<li data-bbox="247 553 1144 586">● A neighbor is someone who lives in the same neighborhood.<li data-bbox="247 599 911 631">● There are suburban, rural, and urban areas.<li data-bbox="247 644 1003 677">● Laws are rules people in a community must follow.<li data-bbox="247 690 995 763">● A good citizen is a member of the community who helps others.<li data-bbox="247 776 1010 849">● A family is a group of people who love and care for each other.<li data-bbox="247 862 915 894">● A family tree shows the people in our family.<li data-bbox="247 907 1136 940">● Ancestors are people in our family tree that came before us.<li data-bbox="247 953 974 979">● Acceptance is a key part of community relations.	<ul data-bbox="1241 391 1822 953" style="list-style-type: none"><li data-bbox="1241 391 1598 423">● What is a community?<li data-bbox="1241 436 1583 469">● What are neighbors?<li data-bbox="1241 482 1793 555">● What different kinds of communities are there?<li data-bbox="1241 568 1507 600">● What are laws?<li data-bbox="1241 613 1619 646">● What is a good citizen?<li data-bbox="1241 659 1709 691">● What are community helpers?<li data-bbox="1241 704 1822 737">● What is a family/what is a family tree?<li data-bbox="1241 750 1583 782">● What are ancestors?<li data-bbox="1241 795 1808 868">● Why is it important to be accepting of others who are different from you?<li data-bbox="1241 881 1724 953">● 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

Economically Disadvantaged

- Provide extra supplies.
- Send home study guide as extension.
- Send home “Homework Survival Kit”.

Special Education

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Vocabulary

Celebration, citizen, community, tradition, neighbors, Vote, Flag, Family, future, volunteers, Weather, globe, job, map, town, seasons, money, need, problems, rules/laws, prejudice, acceptance

Knowledge and Skills**Content**

Students will....

- Learn that people live in communities.
- Recognize that community members work together for the common good.
- Recognize the characteristics of cities, suburbs, and rural areas.

Students will be able to ...

- Identify where they live using a world address.
- Discuss why communities exist.

<ul style="list-style-type: none"> ● Identify the significance of community landmarks. ● Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different. ● Identify changes in communication and transportation and explore ways that these changes have affected people’s lives. ● Identify the qualities of good citizenship and recognize ways to show good citizenship. ● Recognize the way rules and laws help communities. ● Recognize the importance of acceptance of others. ● Learn to stand up to prejudice. 	<ul style="list-style-type: none"> ● 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. ● Discuss acceptance in communities. ● List ways to stop bullying and prejudice.
---	---

Instructional Plan

Suggested Activities	Resources
Students will view (Google maps) maps of school, home and community.	Computer
Students will write about a family ancestor.	Interactive Whiteboard
Students will create community and family word wall for classroom.	Print Materials
Students will experience a fire truck/firefighter visit.	Schoolwide Appendix Pages

Students will write thank you letter to a community helper.	Literature
Students will act out and discuss the roles of community helpers. Students will use movement, vocal choices, setting, and props to complete a short performance about how community helpers are important in our lives and our community.	List of community helpers to inspire students
Students will create a T chart.	T chart page
Literature	
<p><i>Macmillan/McGraw-Hill- Timelinks (Hello, World!)</i> <i>Weekly Reader- Scholastic News</i> <i>Franklin's Neighborhood</i> by Paulette Bourgoise <i>The Berenstain Bears: New Neighbors</i> by Stan and Jan Berenstain <i>Uptown</i> by Bryan Collier <i>Next Stop Grand Central</i> by Maira Kalman <i>Town and Country</i> by Alice Provensen and Martin Provensen <i>Madlenka</i> by Peter Sis <i>Mei-Mei Loves The Morning</i> by Margaret <i>Tsubakiyama Grandpa's Corner Store</i> by Dyanne <i>Disalvo-Ryan Yard Sale!</i> by Mitra <i>Fancy Nancy: My Family History</i> by Jane O'Connor <i>Helpers in My Community</i> by Bobbie Kalman <i>A House is a House for Me</i> by Mary Ann Hoberman <i>Me and My Family Tree</i> by Joan Sweeney <i>Me on the Map</i> by Joan Sweeney <i>Whose Hat Is That?</i> By Sharon Katz Cooper</p>	
Websites	
http://scholastic.com	http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm
http://primarygames.com	http://www.pbskids.org
http://goodnightstories.com/	http://www.planning.org/kidsandcommunity/

http://bensguide.gpo.gov/k-2/government/index.html	http://lessonplanet.com
http://www.cdm.org	http://socialstudiesforkids.com
http://brainpop.com	http://apples4theteacher.com
http://schoolwide.com	http://www.youtube.com/watch?v=EhZI8PTAYC o
http://www.state.nj.us/education/holocauste/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf	

Evidence of Student Learning

- Create family tree.
- Create maps of home, schools and community.
- Write thank you letters to a community helper.
- Create of T chart.

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
- Chapter tests
- District benchmarks or interim assessments
- End of unit tests
- 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
--	--

Unit 2: Geography/Our Earth	Duration: 35 days- ongoing
Standards	
<p>6.1.4. B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</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. B.8 Compare ways people choose to use and distribute natural resources.</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>6.3.4. A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</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>	
Interdisciplinary Connections:	
ELA:	
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Technology:	
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product	
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.	
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.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings	Essential Questions
<p data-bbox="195 475 636 505"><i>Students will understand that...</i></p> <ul data-bbox="247 545 1125 1040" style="list-style-type: none"><li data-bbox="247 545 1125 618">● Geography tells about the Earth, people, plants, and animals that live on Earth.<li data-bbox="247 630 1125 659">● Our world is made up of seven continents and four oceans.<li data-bbox="247 670 1125 743">● Our country is made up of various landforms and bodies of water.<li data-bbox="247 755 1125 828">● Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.<li data-bbox="247 839 1125 912">● A natural resource is something that is in nature that is ready for people for use.<li data-bbox="247 924 1125 953">● People live all around the world.<li data-bbox="247 964 1125 1037">● We can protect the earth by making minimal changes and practicing recycling.	<ul data-bbox="1241 475 1833 943" style="list-style-type: none"><li data-bbox="1241 475 1833 505">● How does geography help me?<li data-bbox="1241 516 1833 589">● What are important characteristics of our country and world?<li data-bbox="1241 600 1833 673">● What different landforms make up our country?<li data-bbox="1241 685 1833 758">● What are the four seasons and how do they affect our lives?<li data-bbox="1241 769 1833 842">● What is a natural resource and how do we use them?<li data-bbox="1241 854 1833 883">● How can we protect the Earth?<li data-bbox="1241 894 1833 943">● What is acceptance of others?

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

Economically Disadvantaged

- Provide extra supplies.
- Send home study guide as extension.
- Send home “Homework Survival Kit”.

Special Education

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Vocabulary

Atlantic Ocean, Earth, New Jersey, North America, Pacific Ocean, South America, United States of America, Washington, D.C., prejudice, acceptance

Knowledge and Skills**Content**

Students will....

- Identify the United States and its neighbors on a map and globe.
- Identify the oceans and seven continents on a map and globe. Identify major landforms and bodies of water on maps and globes.
- Recognize the difference between weather and seasons.

Students will be able to ...

- Utilize a map and a globe to identify the United States and her border neighbors.
- Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.

<ul style="list-style-type: none"> ● 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. ● Recognize ways we can show acceptance of others. 	<ul style="list-style-type: none"> ● Distinguish between weather and seasons vocabulary words. ● 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
Students will learn about another country.	Interactive Whiteboard
Students will view Groundhog Day ceremony on computer.	Print Materials
Students will create a world or national map	Literature
Students will participate in Holidays Around the World activities.	Computer
Students will learn about the different homes for people and animals around the world.	Read aloud Books, Smartboard

Literature

Macmillan/McGraw-Hill- Timelinks (Hello, World!)
Weekly Reader- Scholastic News
The Earth and I by Frank Asch
Our Earth by Anne Rockwell

Earthdance by Joanne Ryder
In November by Cynthia Rylant
On the Same Day in March: A Tour of the World's Weather by Marilyn Singer
Letter to the Lake by Susan Swanson
Our Big Home: An Earth Poem by Linda Glaser
River Friendly, River Wild by Jane Kurtz

Websites

http://scholastic.com	http://www.urbanext.uiuc.edu/world/nres.html
http://fermi.jhuapl.edu/states/states.html	http://congressforkids.net
http://www.50states.com/	http://primarygames.com
http://brainpop.com	http://apples4theteacher.com
http://socialstudiesforkids.com	http://lessonplanet.com
http://brainpopjr.com	http://www.state.nj.us/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4%20curriculum_guide.pdf

Evidence of Student Learning

- International Day celebration
- Make groundhog day prediction (seasons)
- Use recycling station in garden lab

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
- Chapter tests
- District benchmarks or interim assessments
- End of unit tests
- Presentations or Projects
- Portfolios
- Report Card grades

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- 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: Citizenship/Working Together**Duration: 40 days- ongoing****Standards**

6.1.4. A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

6.1.4. A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4. B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

6.1.4. D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

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

6.3.4. A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4. A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4. A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Interdisciplinary Connections:

ELA:

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

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.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

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

Economically Disadvantaged

- Provide extra supplies.
- Send home study guide as extension.
- Send home “Homework Survival Kit”.

Special Education

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

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. ● Martin Luther King, Jr. worked to create equality. ● President's Day is when we celebrate the work of presidents like Washington and Lincoln. ● A good citizen demonstrate acceptance of others. ● A good citizen stands up against prejudice and bullying. 	<ul style="list-style-type: none"> ● What makes a good citizen? ● What does a good citizen act? ● What are some symbols that represent the United States? ● Who is Martin Luther King, Jr.? ● What is President's Day? ● Why is it important to be accepting of others who are different from you? ● How can children stand up against prejudice and bullying?

Vocabulary	
American Flag, Pledge of Allegiance, Statue of Liberty, White House, Bald Eagle, prejudice, acceptance	
Knowledge and Skills	
Content	

<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. ● 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. ● Analyze themes in literature, including acceptance, friendship, and open-mindedness. 	<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. ● 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. ● Define acceptance of others.
---	--

<ul style="list-style-type: none"> ● Write and illustrate key themes of literature as they apply to their own lives. 	<ul style="list-style-type: none"> ● Discuss bullying and prejudice.
Instructional Plan	
Suggested Activities	Resources

Students will compliment board/compliment jar students can add to about their friends.	Interactive whiteboard
Students will be writing about "If I were the President."	Computer
Students will participate in Johnny the K (assembly and songs about Character).	Literature
Students will be writing about how to be a good friend.	Print Materials
Students will participate in cooperative group activities for 100th Day of school.	
Literature	
<i>Macmillan/McGraw-Hill- Timelinks (Hello, World!)</i> <i>Weekly Reader- Scholastic News</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 Honest to Goodness Truth</i> by Patricia McKissack <i>The American Flag</i> by Patricia Ryon Quiri <i>The Day Gogo Went to Vote, South Africa, 1994</i> by Elinor Sisulu <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	
http://socialstudiesforkids.com	http://www.map-reading.com/chap4.php
http://election.cbsnews.com/campaign2002/	http://congressforkids.net
http://brainpop.com	http://brainpopjr.com
http://discoveryeducation.com	http://www.state.nj.us/education/holocauste/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

Evidence of Student Learning

Projects

- Ongoing character counts awards ceremonies
- Make list of good friend qualities
- Make a class book about nice friends

Other Assessments

Formative Assessments

- 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 ● 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
--	---

Unit 4: Economics/Connecting to the World	Duration: 40 days- ongoing
Standards	

6.1.4. C.1 Apply opportunity cost (i.e., choices and tradeoffs) 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 the economic system.

6.1.4. C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

Interdisciplinary Connections:

ELA:

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

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.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

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

Economically Disadvantaged

- Provide extra supplies.
- Send home study guide as extension.
- Send home “Homework Survival Kit”.

Special Education

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504

- Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Essential Understandings	Essential Questions
<p data-bbox="195 513 636 542"><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People work to earn money. ● Volunteers do important jobs without getting paid. ● Needs are things people must have in order to live, like shelter. ● Wants are things that people would like to have but do not need in order to live. ● Goods are things that are made or grown. ● A service is something that people do for others. ● A factory is a building where things are made. ● Trade is when we give something and then get something back. ● Technology is an advance that makes things faster, easier, or better. 	<ul style="list-style-type: none"> ● Why do people work? ● What is a volunteer? ● What are needs and wants? ● What are goods and services? ● What is a factory? ● What is trade? ● What is technology?

	<ul style="list-style-type: none"> ● Fundamentals Unlimited Books and Assessments
Vocabulary	
Choice, citizen, community, culture, fairness, future, globe, job, Money, Need, Problems, Rules, Solutions	
Knowledge and Skills	
Content	
<p><i>Students will....</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. ● Distinguish between goods and services. ● Define trade. ● Identify ways in which science and technology have affected communication, transportation, and recreation. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Explain why people work. ● List examples of needs and wants and discuss choices people make when earning, saving, and spending money. ● Define goods and services. ● 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 sort needs/wants pictures.	Interactive whiteboard
Students will watch Mr. Roger's video of visiting crayon factory.	Computer

Classroom store-students can earn money and spend on needs/wants.	Literature
Students will write about what job they want when they grow up.	Print Materials
Literature	
<p><i>Macmillan/McGraw-Hill- Timelinks (Hello, World!)</i> <i>Weekly Reader- Scholastic News</i> <i>The Night Worker</i> by Kate Banks <i>E-Mail</i> by Larry Dane <i>Briner Market Day</i> by Lois Alert <i>A Busy Day at Mr. Kang's Grocery Store</i> by Alice K. Flanagan <i>Madlenka</i> by Peter Sis <i>Joseph Had a Little Overcoat</i> by Simms Tabaco <i>Click Clack Moo: Cows that Type</i> by Doreen <i>Cronin Trashy Town</i> by Andrea Zimmerman</p>	
Websites	
http://scholastic.com	http://www.state.gov/r/pa/ei/bgn/4142.htm
http://www.songsforteaching.com/folk/mycountrytisofthee.php	http://usflag.org/
http://worldatlas.com/aatlas/infopage/compose.htm	http://ipledgeallegiance.com/
http://www.m-w.com/maps/mwmapssn.html	http://bensguide.gpo.gov/k-2/symbols/index.html
http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html	http://congressforkids.net
http://brainpop.com	http://apples4theteacher.com
http://socialstudiesforkids.com	http://lessonplanet.com

Evidence of Student Learning

Projects

- Create classroom reward system/economy
- Create posters for Alex's Lemonade stand to raise awareness for charity
- Use materials to create something new/be an innovator.

Other Assessments

Formative Assessments

- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Participation and teacher observation

- Cooperative Learning Groups
- Open Ended Questions
- Vocabulary
- Rubrics

Summative Assessments

- Presentations or Projects
- Portfolios
- Pre-test, post-test, and daily work
- Chapter tests
- District benchmarks or interim assessments
- End of unit tests
- Report Card grades
- Quizzes

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- 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 Levelled Articles

Unit 5: People/Places in US History	Duration: 50 years- 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.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.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> <p>6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p>	
Interdisciplinary Connections:	
ELA:	
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Technology:	
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product	
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.	
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.	

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

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.● 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.● 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.	<ul style="list-style-type: none">● What is a Native American?● What are traditions?● What is an explorer?● How did the Native Americans help the Pilgrims?● What key historical people and document led to the development of our nation?● What is a pioneer?● What is an immigrant?● Why is it important to be accepting of others who are different from you?● How can children stand up against prejudice and bullying?
<ul style="list-style-type: none">● The United States Constitution and the Bill of Rights are important documents that led to the development of our nation.● 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.● A good citizen demonstrates acceptance of others.● A good citizen stands up to prejudice and bullying.	

--

Vocabulary

Martin Luther King, Jr., Abraham Lincoln, Pilgrims, Squanto, George Washington, Columbus, President, White House, Statue of Liberty, American Landmarks, American Flag, prejudice, acceptance

Knowledge and Skills

Content	
----------------	--

<p><i>Students will....</i></p> <ul style="list-style-type: none"> ● Identify Native Americans as the first people to live in North America. ● Explain Native American traditions. ● Learn about early explorers to America. ● Recognize how the Pilgrims overcame hardship with the help of Native Americans. ● Explain how the original 13 colonies became the United States. ● Identify contributions of historical figures that have influenced the nation. ● Identify important historical documents to the development of the United States. ● Analyze themes in literature, including acceptance, friendship, and open-mindedness. ● Write and illustrate key themes of literature as they apply to their own lives. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● 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. ● Name historical figures and documents and describe how they contributed to our history. ● Demonstrate ways to stand up against bullying and prejudice. ● Discuss acceptance of others.
--	---

Instructional Plan

Suggested Activities	Resources
Students will write thank you letters to veterans for Memorial Day.	Interactive whiteboard
Invite an active duty or veteran into your classroom to present to the students.	Print Materials
Students will view American landmarks and U.S. symbols on the computer.	Computer

Students will make flags.	Literature
Students will write about a vacation they have taken or will take (in the US).	Writing utensils
Students will role play ways of preventing bullying and prejudice.	Props (if necessary)

Literature

<p><i>Macmillan/McGraw-Hill- Timelinks (Hello, World!)</i> <i>Weekly Reader- Scholastic News</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>Grandmother's Dreamcatcher</i> by Becky Ray <i>McCain 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</p>	
---	--

Websites

http://scholastic.com	http://www.census.gov/cgi-bin/gazetteer
http://www.terrafly.com	http://www.bbc.co.uk/history/discovery/exploration/map_navigation_animation.shtml
http://brainpop.com	http://apples4theteacher.com

http://lessonplanet.com	http://socialstudiesforkids.com
http://www.state.nj.us/education/holocauste/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf	

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

Economically Disadvantaged

- Provide extra supplies.
- Send home study guide as extension.
- Send home “Homework Survival Kit”.

Special Education

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

- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Evidence of Student Learning

Projects	Other Assessments
<ul style="list-style-type: none"> ● Collect items for care package to be sent to troops, another country, or needy families. ● Create and label a book of US symbols ● Vote on favorite vacation spot/have students share their opinion on best vacation spots. 	<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
- Report Card grade
- Presentations or Projects
- Portfolios

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- 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: Holidays/Celebrating Culture & Heritage	Duration: ongoing
Standards	
<p>6.1.4. A.9 Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human 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 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</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>	
Interdisciplinary Connections:	
<p>ELA: SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
Technology:	
<p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product</p>	
<p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	
Career Ready Practices:	
<p>CRP1. Act as a responsible and contributing citizen and employee.</p>	
<p>CRP4. Communicate clearly and effectively and with reason.</p>	
<p>CRP12. Work productively in teams while using cultural global competence.</p>	
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.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

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

Economically Disadvantaged

- Provide extra supplies.
- Send home study guide as extension.
- Send home “Homework Survival Kit”.

Special Education

- Allow extra time to complete assignments or tests
- Work in a small group

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Labor Day is when we show respect for our country's working people. ● Patriot's Day is when we show pride for our country and remembrance for September 11th. ● Constitution Day is when we celebrate the writing of the Constitution of the United States. ● Columbus Day is when we celebrate Christopher Columbus discovering the new world. ● Halloween is a fall holiday. We need to be safe while celebrating this holiday. 	<ul style="list-style-type: none"> ● What is Labor Day? ● What is Patriot's Day? ● What is Constitution Day? ● What is Columbus Day? ● What is Halloween? ● What is Veterans' Day? ● What is Election Day? ● What is Thanksgiving? ● What is Hanukkah? ● What is Christmas? ● What is Kwanzaa? ● What is New Year's?

- Veterans' Day is when we celebrate the people who have fought in our country's armed services.
- Election Day is when we discuss the importance of voting in elections.
- Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.
- Hanukkah is a winter holiday celebrated for 8 nights.
- Christmas is a winter holiday in which people give and receive gifts.
- Kwanzaa is a winter holiday celebrating African heritage.
- New Year's is when we celebrate the promise of a new year.
- Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.
- Chinese New Year is a winter holiday celebrated in China.
- Valentine's Day is a holiday celebrating love and friendship.
- Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.
- St. Patrick's Day is an Irish holiday celebrated in March.
- Easter is a spring holiday celebrated in March or April.
- Passover is a spring holiday celebrated in March or April.
- Earth Day is when we discuss ways to protect the earth.
- Arbor Day is when we discuss protecting trees.
- Cinco de Mayo is a spring holiday celebrating independence.
- Mother's Day is when we show appreciation for mothers.
- Father's Day is when we show appreciation for fathers.
- Memorial Day is when we show respect for the soldiers who died for our country.

- What is Dr. Martin Luther King Jr. Day?
- What is Chinese New Year?
- What is Valentine's Day?
- What is Presidents' Day?
- What is St. Patrick's Day?
- What is Easter?
- What is Passover?
- What is Earth Day?
- What is Arbor Day?
- What is Cinco de Mayo?
- What is Mother's Day?
- What is Memorial Day?
- What is Father's Day?
- What is Independence Day?
- Why is it important to be accepting of others who are different from you?
- How can children stand up against prejudice and bullying?

<ul style="list-style-type: none"> ● Independence Day is when we celebrate our country's birthday. ● Holidays are celebrated around the world and included cultural traditions. 	
---	--

Vocabulary

Martin Luther King, Jr., Abraham Lincoln, Pilgrims, Squanto, George Washington, Columbus Day , Election Day, Flag Day, Independence Day, Labor Day, Memorial Day, President's Day, Thanksgiving, Veterans' Day, prejudice, acceptance

Knowledge and Skills

Content	Skills
<p><i>Students will....</i></p> <ul style="list-style-type: none"> ● Explain how selected celebrations reflect an American love of individualism and freedom. ● Discuss how holidays reflect our local and national heritage. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify major holidays and relate how different people celebrate them.

<ul style="list-style-type: none"> ● Explain the importance of standing up against prejudice and bullying. ● Accept differences in others' cultural traditions. 	<ul style="list-style-type: none"> ● Explain why certain holidays are related to history. ● Analyze themes in literature, including acceptance, friendship, and open-mindedness. ● Identify ways to stand up against prejudice and bullying.
Instructional Plan	
Suggested Activities	Resources
Students will sort needs/wants pictures.	Interactive whiteboard
Students will watch Mr. Roger's video of visiting crayon factory.	Computer
Students will make flags.	Literature
Students will write about a vacation they have taken or will take (in the US).	Writing utensils
Students will role play ways of preventing bullying and prejudice.	Props (if necessary)

Presidents' Day by David F. Marx
Memorial Day by Jacqueline S. Cotton
Memorial Day Surprise by Theresa Golding
Independence Day by Trudy Stain Trueit
The Fourth of July Story by Ashley Dagliess

Websites

<http://scholastic.com>

<http://lessonplanet.com>

http://socialstudiesforkids.com	http://apples4theteacher.com
http://brainpop.com	http://congresskids.net
http://primarygames.com	http://state.nj.us/education/holocauste/downloads/curriculum/caring makes a difference K-4 %20curriculum guide.pdf

Evidence of Student Learning	
Projects	Other Assessments
<ul style="list-style-type: none"> ● Compare and contrast winter holidays ● Create All About Me book throughout the year ● Holiday parties/celebrations ● Holiday story night 	<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 ● District benchmarks or interim assessments ● End of unit tests ● Student Report Card grades ● Presentations or Projects

- Portfolios

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- 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 Levelled Articles
- Fundamentals Unlimited Books and Assessments