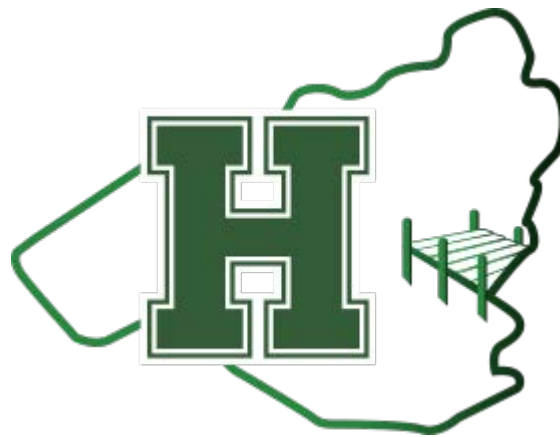


**HAINESPORT TOWNSHIP SCHOOL DISTRICT
FIRST GRADE SOCIAL STUDIES CURRICULUM**



**Revised to meet the June 2020 Science NJSLS-SOCIAL STUDIES
Board Approval: Jan. 4, 2024**

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https://www.nj.gov/education/standards/socst/docs/2020NJSLSS_GradesK-2.pdf **Learning Standards for Social Studies (K-2)**

2020 New Jersey Student Learning Standards for Social Studies (3-5)

2020 New Jersey Student Learning Standards for Social Studies (6-8)

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;

- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;

- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether

	<p>the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p>
Developing Claims and Using Evidence	<p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights</p>
Presenting Arguments and Explanations	<p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and 5 Page Practice Description the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>
Engaging in Civil Discourse and Critiquing Conclusions	<p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p>
Taking Informed Action	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.</p>

Standards in Action:

Climate Change At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills –

information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSLS-SS

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

{SOURCE: NJDOE NJSL-S January 2022}

New Jersey Technology Standards

[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards

[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

New Jersey Climate Change Standards
[2020 New Jersey Student Learning Standards: Climate Change](#)

Legislation Enhancing AAPI Cultural and Educational Programs in New Jersey Broadcast

Pacing Guide

Topic	Unit #	Unit Length
Rules and Laws	1	30 days
Maps/Geography	2	15 days
Our Country	3	30 days
People in the Marketplace	4	15 days

Social Studies Unit #1 Grade 1	
Unit Title	Rules and Laws
Recommended Pacing	30 days
Unit Overview	As students enter a new classroom, they discover it is like a community in which they must show responsibility and respect for both themselves and others. There is a leader (i.e. the teacher, community members) who helps people follow rules and laws, stay safe, and guide the people to be responsible citizens. In unit 1, the students will recognize the need for rules in their school and their community. They will understand why we treat others with respect. They will come to recognize that being a good citizen depends on respecting laws and why each person is responsible for maintaining a safe environment.

<p>Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action
<p>Supplemental Class Resources</p>	<p>State of New Jersey Resources Mr. Donn's Geography-https://www.mrdonn.org/geography.html Usa Kids- https://www.usa.gov/education?source=kids ReadWorks- https://www.readworks.org/ NJ Statehouse- https://njstatehousetours.org/tour/ Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/ Smithsonian Education- https://learninglab.si.edu/ http://www.brainpop.com/ http://www.brainpopjr.com/ Amistad Resources- http://www.njamistadcurriculum.net/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/ http://brainpopjr.com</p>

<p>District/School Formative Assessment Plan</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Performance Tasks ● Summative Assessment ● Constructed Response ● Speeches/Debates
<p>Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy</p>	<ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
<p>Computer Science and Design Thinking (Technology)</p>	<ul style="list-style-type: none"> • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. <ul style="list-style-type: none"> • 9.4.2.DC.5: Explain what a digital footprint is and how it is created. • 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
<p>Diversity, Equity, and Inclusion</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Amistad	Addressed in Unit 3
Holocaust	Addressed in Unit 3
Asian American and Pacific Islander	Addressed in Unit 3
Climate Change	<ul style="list-style-type: none"> 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Math Student Learning Objectives Covered in this Unit

1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1.MD.C.4 Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

ELA Student Learning Objectives Covered in this Unit

ELA:

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Modifications

Example:

Unit Modifications:

SPED: Provide visuals for students throughout the lesson on promethean board and the focus wall; allow extra time for activities to be completed; dictated responses in lieu of written work; hands on activities instead of pencil and paper.

ESL/ELL: Describing pictures or classroom objects; Providing information in graphic organizers; Identifying real life objects based on descriptive oral phrases or short sentences;

504 Students: Provide a checklist of the steps needed to complete the problem; Provide lots of white-space to make it less busy; If still struggling, reteach and retest

At-Risk Students: Reduce the number of problems given; Give extra time

Gifted and Talented: Added detail to written work; find connecting stories from classroom library and compare to the lessons;

Unit One: Rules and Laws

NJ Student Learning Standards: Social Studies Grade 1

- We should follow rules because they help us get along and be fair. They also help us to stay safe.
- Laws help people in a community live together safely.
- Community leaders help people follow rules and solve problems.
- Government services keep communities clean and safe.
- You can show respect for the rights of others by respecting

Length: 30 days

Essential Questions:

- Why should we follow rules?
- *What is a right and how would you feel if it was taken away?
- * What is the difference between a need and a want?
- * What actions can you take to protect your human rights?
- How do laws help the community?
- How do community leaders help people?

<p>their rights and by being responsible.</p>	<ul style="list-style-type: none"> ● How do government services help us? ● How can you show respect for the rights of others?
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Unit Focus and Targets:

Content Vocabulary:
 teacher, rule, responsibility, principal, fair, community, citizen, law, map, symbol, map key, leader, mayor, city, government, governor, vote, President, ballot, government service, respect, right, share, sportsmanship

<p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Collaborative Discussions ● Teacher directed discussions ● Student-led presentations ● Follow agreed upon rules for discussion ● Questioning techniques ● Active Listening Strategies ● Oral Presentations ● Oral Reading ● Oral response to questions 	<p>Routine Writing:</p> <ul style="list-style-type: none"> ● Exit Ticket ● Do Now ● Reflections ● Short Constructed Response ● Note Taking
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NJSLS Lessons:

<p>Core Idea: Local community and government leaders have roles and responsibilities to provide services for their community members.</p> <p>Rules for all to live by are a result of the actions of government, organizations, and individuals</p> <p>The actions of individuals and government affect decisions made for the common good.</p>	<p>Performance Expectation:</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
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When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.

The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).

Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.

Processes and rules should be fair, consistent, and respectful of the human rights of all people.

Certain character traits can help individuals become productive members of their community.

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g.,

- open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 1 Lesson 1: Introduction to Community

Objective

- We can explain the need for rules in the home, school, and community.
- We can give examples of rules found in the home, school, and community.
- We can recognize that breaking rules or laws has consequences.

Activities/Procedures

Engage:

Discuss the meaning of the word "community" or provide examples to explain the word "community". Explain to the students that the class is a community, just like the neighborhood in which they live. Also, the teacher could introduce the meaning of the word "rule", or refer to the class rules which may have already been discussed on the first day(s) of school. (The words "community" and "rule" are unit vocabulary words that could be displayed on a Social Studies word wall)

Explore:

Read the story No David (David Shannon) or Officer Buckle and Gloria (Peggy Rathman). What happened when the story characters did not follow the rules in the story? Officer Buckle and Gloria Audio Book: <https://www.getepic.com/app/read/14160>

Explain:

Introduce the word "consequence", (Consequence is another unit vocabulary word for word wall) and explain to the students what a consequence means by using the classroom rules/consequences you have established for your classroom.

Elaborate:

The teacher could ask a few discussion questions, and allow the students to turn/talk with a partner, or discuss in small groups:

- * Why would a community or a classroom need rules?
- *What might happen if members of a classroom or a community did not follow the rules?
- *What are some rules that you know you should follow in the classroom, or at home/ in the community? (Teacher could write on the Promethean board or make a chart with the headings "Classroom Rules", "Home Rules", "Community Rules", and could write down the students' responses)

Evaluate:

Students can draw/write about what they should do to follow the rules in their classroom community. "In First Grade, we should....."

Materials: State of New Jersey Resources

Mr. Donn's Geography-<https://www.mrdonn.org/geography.html>

Usa Kids- <https://www.usa.gov/education?source=kids>

ReadWorks- <https://www.readworks.org/>

NJ Statehouse- <https://njstatehousetours.org/tour/>

Virtual Field Trips- Smithsonian Education- <https://learninglab.si.edu/>

<http://www.brainpop.com/>

<http://www.brainpopjr.com/>

Amistad Resources- <http://www.njamistadcurriculum.net/>

<https://www.docsteach.org/>

<http://www.loc.gov/teachers/>

[http://www.digitalhistory.uh.edu/field Trips-](http://www.digitalhistory.uh.edu/field%20trips/)

<https://www.discoveryeducation.com/community/virtual-field-trips/>

<https://www.history.com/>

<http://www.quizlet.com/>

<http://www.kahoot.it/>

<http://www.youtube.com/>

<http://brainpopjr.com>

Standards

6.2.2.D.1 Identify examples of responsible citizenship in the school setting.

6.2.2.A.1 Explain the need for rules, laws, and government.

6.2.2.A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others.

Differentiation:

Accommodations/Modifications:

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals of communities
- Additional time for story, chunk into sections
- Review classroom rules
- Connect to visuals in the classroom of rules
- Provide visuals
- Utilize song first to pre-teach vocabulary.
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model as needed.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflection
- One-on-one instruction
- Teacher can document student progress

Unit 1 Lesson 2: Community - Working Together

Objective

- We can identify characteristics of good citizenship such as a belief in equality and responsibility for the common good.
- We can identify ways that we can demonstrate respect, good citizenship, and cooperation in our classroom and community.

Activities/Procedures

Engage:

1. Review the meaning of "community" with the students. Reiterate that our classroom is a community of learners, and that each student is an important member of the classroom community.

Explore:

2. Discuss that it is very important that the members of a community work together to insure the success of the group. Show the students a brief YouTube video which illustrates how animals work cooperatively. WebLink: <http://www.youtube.com/watch?v=jop215u2F3U>

Explain:

3. Ask the students to explain why they think the animals worked better as a whole group rather than individually. Why is it good for a community or a class to work cooperatively?

Elaborate:

4. Read *Swimmy* (Leo Lionni). Discuss how the fish in the story had to cooperate to survive. What would have happened if they hadn't cooperated and worked together? Students can turn/talk to a partner or work in small groups to discuss ways they could work cooperatively in school. Teacher can make a list of responses on the flip chart, or on chart paper.

Evaluate:

5. Give each child a red "fish" cutout sheet. Ask the students to write one way that he/she can work well with others in the classroom. These can be assembled on a bulletin board in the shape of a fish (with a black fish for an eye), as in the story *Swimmy*.

Materials

Chart paper/ Promethean board

"Fish" cutout

Pencils, scissors

Standards

6.2.2.A.1 Explain the need for rules, laws, and government.

6.2.2.A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others.

6.2.2.D.1 Identify examples of responsible citizenship in the school setting.

Differentiation:

Accommodations/Modifications:

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Visuals of vocabulary
- Review vocabulary from previous lesson

- Show pictures of people/animals working together and not working together/working as an individual
- Have students show which pictures show community
- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 1 Lesson 3: Citizenship (Courage)

Objective

- We can identify the traits of a good citizen: respect, courage, responsibility, compassion, and honesty.
- We can identify characteristics of good citizenship such as a belief in equality and responsibility for the common good.
- We can identify historic figures and ordinary people who have exemplified good citizenship.

Activities/Procedures

Engage:

Review the meaning of "community" and reflect on the previous day's discussion on the importance of cooperation for community success.

Explore:

Introduce and discuss the five traits of a good citizen: "respect", "courage", "compassion (kindness)", "responsibility", and "honesty". Teacher could give everyday examples on how they demonstrate respect as a citizen of the classroom community (i.e. students show respect by taking turns, or waiting to speak and not interrupting others when they are speaking, they may demonstrate courage by stepping in when others are being bullied, they show responsibility by completing homework assignments and returning them)

Explain:

Introduce the new unit vocabulary word, "citizen" (add to S.S. word wall). Explain that a citizen is a member of a community; i.e. a student is a "citizen" of a classroom community.

Teacher will choose one or two of the character traits listed above ("respect", "courage", "compassion (kindness)", "responsibility", and "honesty") to discuss in further detail, using real life examples, or by reading short stories about people who were/are good citizens.

Elaborate:

Exploring good citizenship text: "What's my Role?"

<https://www.getepic.com/app/read/18580>

In addition, Brain Pop Jr. has mini biographies of people like Abraham Lincoln, Rosa Parks, Helen Keller, Martin Luther King, Jr. that the teacher can also show and discuss with the students.

(Examples: Harriet Tubman demonstrated "kindness" by helping many slaves escape to freedom. Rosa Parks demonstrated "courage" by standing up against unfair laws, Abraham Lincoln demonstrated "honesty", and many people knew him as "Honest Abe". Helen Keller demonstrated responsibility by advocating for the blind and trying to get women the right to vote.)

Students can turn/talk to a partner or work in small groups to discuss ways they can demonstrate the character trait(s) at school and at home. They can share their ideas with the group, teacher could record them on chart paper or on the Promethean board.

Another idea might be for the teacher to pose a question/problem to each group and ask them how they would handle the situation by demonstrating the characteristic.

For example, if the character trait is "responsibility", the teacher could ask "You find a watch on the playground. What could you do?" "You borrowed a pencil from the teacher's desk and lost it. What could you do?";

Evaluate:

7. Students could write/illustrate a page in a "Good Citizen booklet" about the character trait(s) they learned about today. "I show responsibility when....", "I show kindness when..."

Materials:

Brain Pop Jr.

Chart paper/Promethean board

Pencils/crayons

"Good citizen booklet"

Standards

6.2.2.A.1 Explain the need for rules, laws, and government.

6.2.2.A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others.

6.2.2.D.1 Identify examples of responsible citizenship in the school setting.

Differentiation:**Accommodations/Modifications:****Tier II:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 1 Lesson 4: Citizenship (Honesty)**Objective**

- We can identify the traits of a good citizen: respect, courage, responsibility, compassion, and honesty.
- We can identify characteristics of good citizenship such as a belief in equality and responsibility for the common good.
- We can identify historic figures and ordinary people who have exemplified good citizenship.

Engage

1. Review the meaning of "citizen" and review the five traits of a good citizen.
2. Review/discuss the character traits.

Explore

4. Teacher will choose one or two more character traits ("respect", "courage", "compassion (kindness)", "responsibility", and "honesty") to discuss in further detail, using real life examples, or by reading short stories about people who were/are good citizens. (In our Social Studies Textbook, Unit 2, Lesson 5, "Portraits of Good Citizens", (p. 68-71 in book) there are mini biographies of famous individuals to illustrate each character trait, or Brain Pop Jr. can be used as a resource).

Explain

5. Students can turn/talk to a partner or work in small groups to discuss ways they can demonstrate the character trait(s) at school and at home. They can share their ideas with the group, and the teacher could record them on chart paper or on the Promethean board.

Elaborate:

Another idea might be for the teacher to pose a question/problem to each group and ask them how they would handle the situation by demonstrating the characteristic.

For example, if the character trait is "responsibility", the teacher could ask "You find a watch on the playground. What could you do?" "You borrowed a pencil from the teacher's desk and lost it. What could you do?";

Evaluate:

6. Students could write/illustrate a page in a "Good Citizen booklet" about the character trait(s) they learned about today. "I show responsibility when....", "I show kindness when..."

Materials:

Brain Pop Jr.

Chart paper/Promethean board

Pencils/crayons

"Good citizen booklet"

Standards

6.2.2.A.1 Explain the need for rules, laws, and government.

6.2.2.A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others.

6.2.2.D.1 Identify examples of responsible citizenship in the school setting.

Differentiation:

Accommodations/Modifications:

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

Unit 1 Lesson 5: Citizenship (Respect)

Objective

- We can identify the traits of a good citizen: respect, courage, responsibility, compassion, and honesty.
- We can identify characteristics of good citizenship such as a belief in equality and responsibility for the common good.
- We can identify historic figures and ordinary people who have exemplified good citizenship.

Activities/Procedures

Engage:

1. Review the meaning of "citizen" and review the five traits of a good citizen.
2. Review/discuss the character traits.

Explore:

3. Teacher will choose one or two more character traits ("respect", "courage", "compassion (kindness)", "responsibility", and "honesty") to discuss in further detail, using real life examples, or by reading short stories about people who were/are good citizens.

Explain:

4. Students can turn/talk to a partner or work in small groups to discuss ways they can demonstrate the character trait(s) at school and at home. They can share their ideas with the group, teacher could record them on chart paper or on the Promethean board.

Elaborate:

5. Another idea might be for the teacher to pose a question/problem to each group and ask them how they would handle the situation by demonstrating the characteristic.

For example, if the character trait is "responsibility", the teacher could ask "You find a watch on the playground. What could you do?" "You borrowed a pencil from the teacher's desk and lost it. What could you do?";

Evaluate:

6. Students could write/illustrate a page in a "Good Citizen booklet" about the character trait(s) they learned about today. "I show responsibility when...", "I show kindness when..."

Materials:

Brain Pop Jr.

Chart paper/Promethean board

Pencils/crayons

"Good citizen booklet"

Standards

6.2.2.A.1 Explain the need for rules, laws, and government.

6.2.2.A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others.

6.2.2.D.1 Identify examples of responsible citizenship in the school setting.

Differentiation:**Accommodations/Modifications****Tier II:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit Assessments:

Formative: Response to citizenship texts; Class participation

Summative: Citizenship Booklet

Social Studies Unit #2
Grade 1

Unit Title	Maps and Geography
Recommended Pacing	15 days
Unit Overview	<p>As this unit begins, it covers a range of concepts relating to the geography and American history. The unit will teach students about some regions of the United States and end with instructing students about our country through its symbols, holidays and some of our heroes. This unit will start with geography where the students will learn how the location of places can be represented on maps and why they are useful. This will help them to develop an understanding of what makes a place special, and why this may differ for various groups of people. The students will be able to describe and compare/contrast physical characteristics of different places and also understand the importance of looking after places by learning about natural resources. Finally, the unit will teach about the national symbols that are unique to our country and what makes them important. It is a goal that after this unit, students appreciate their own role in affecting and making history.</p>
Social Studies Practices	<ul style="list-style-type: none">● Developing Questions and Planning Inquiry● Gathering and Evaluating Sources● Seeking Diverse Perspectives● Developing Claims and Using Evidence● Presenting Arguments and Explanations● Engaging in Civil Discourse and Critiquing Conclusions● Taking Informed Action

<p>Supplemental Class Resources</p>	<p>Maps https://www.education.com/lesson-plan/learning-about-maps/</p> <p>Map Skills https://www.nationalgeographic.org/education/map-skills-elementary-students/</p> <p>Natural Resources https://study.com/academy/lesson/natural-resources-lesson-for-kids-definition-examples.html</p> <p>Library of Congress (digital copies of primary documents) https://www.loc.gov/</p> <p>Amistad https://www.state.nj.us/education/amistad/</p> <p>BrainPopJr</p> <p>Seesaw</p>
<p>District/School Formative Assessment Plan</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates ● Word Wall ● Technology Infusion ● Cooperative Learning ● Exit Ticket ● Setting Objectives and Providing Feedback ● Modeling

Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). <ul style="list-style-type: none"> • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
Computer Science and Design Thinking (Technology)	<ul style="list-style-type: none"> ● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. ● 8.1.2.A.2 Create a document using a word processing application. ● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each. ● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). ● 8.1.2.A.5 Enter information into a spreadsheet and sort the information. ● 8.1.2.A.6 Identify the structure and components of a database.
Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> ● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). ● 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). ● 6.1.2.Geo.HE3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. ● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. ● • 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Amistad	Addressed in Unit 3

Holocaust	Addressed in Unit 3
Asian American and Pacific Islander	Addressed in Unit 3
Climate Change	<ul style="list-style-type: none"> • 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. • 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. • 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <ul style="list-style-type: none"> • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Math Student Learning Objectives Covered in this Unit

1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

ELA Student Learning Objectives Covered in this Unit

RI.1.1. Ask and answer questions about key details in a text.
 RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Modifications

Example:

Unit Modifications:

SPED: Provide visuals for students throughout the lesson on promethean board and the focus wall; allow extra time for activities to be completed; dictated responses in lieu of written work; hands on activities instead of pencil and paper

ESL/ELL: Describing pictures or classroom objects; Providing information in graphic organizers; Identifying real life objects based on descriptive oral phrases or short sentences;

504 Students: Provide a checklist of the steps needed to complete the problem; Provide lots of white-space to make it less busy; If still struggling, reteach and retest

At-Risk Students: Reduce the number of problems given; Give extra time

Gifted and Talented: Added detail to written work; find connecting stories from classroom library and compare to the lessons;

Unit 2 : Maps and Geography

NJ Student Learning Standards: Social Studies Grade 1

- Maps show the location of streets, cities, states, and countries. You can use a map to see if places are near or far

Length: 15 days

Essential Questions:

- How can a map help you find places?
- How does where people live affect their shelter and

<p>from each other.</p> <ul style="list-style-type: none"> • The location and physical characteristics of a place affect shelter and transportation. • People use resources such as soil, trees, and water to grow food, build houses, and meet other needs. They can save resources by recycling. • Symbols remind us of special people, ideas and events that are important to us. 	<p>transportation?</p> <ul style="list-style-type: none"> • What is the climate like in different locations? • How does the climate affect a person’s choice of clothing, occupations, and shelter? <ul style="list-style-type: none"> • How do people use and save resources? • Why are our country symbols important?
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Unit Focus and Targets:

Content Vocabulary:
location, state, country, border, Earth, globe, continent, ocean, valley, plain, neighborhood, farm, shelter, transportation, directions, cardinal directions, resource, recycle, weather, season, recreation

<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Whole group discussion • Pair-Share • Collaborative Discussions 	<p>Routine Writing:</p> <ul style="list-style-type: none"> • Exit Ticket • Do Now • Reflections • Short Constructed Response • Note Taking
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NJSLS Lessons:

<p>Core Idea: Physical and human characteristics affect where people live (settle).</p> <p>A map is a symbolic representation of selected characteristics of a place.</p> <p>Geographic data can be used to identify cultural and environmental</p>	<p>Performance Expectation:</p> <ul style="list-style-type: none"> • 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
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characteristics of places.

Environmental characteristics influence how and where people live. Global interconnections occur between human and physical systems across different regions of the world.

- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Unit 2 Lesson 1: Identifying Places on a Map

Objective:

- We can create and use simple maps to identify the location of places in the community and beyond.

Essential Question: Why do we use a map?

Class Activity:

Engage: Discuss that maps help us to identify the locations of places in the community and beyond.

Refer to Epic Collection: Maps <https://www.getepic.com/app/user-collection/186683>

Explore: Discuss with the students how our community is part of a town, a town is part of a state, state is part of a country, etc. Students can make a book which identifies their community, state, country, etc. *It is important for the students to be able to identify their town (Mt. Holly) on a map of New Jersey, and be able to find New Jersey on a map of the United States.

Explain: Draw a simple map showing where your home is. Label your house, your neighbor's houses, and the name of your street.

Elaborate: Exchange maps with a partner. Ask your partner to find your house.

Evaluate: Students will self-evaluate their ability to draw map by their partner's ability to identify it on their map.

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 2 Lesson 2: Using a Map Key**Objective:**

- We can use a map key to identify places on a map.
- We can access information from a map using colors and symbols in a map key.

Essential Question: What are some things that can be found on a map?

Class Activity:

Engage: Read Keys and Symbols on Maps by Meg Greve.

Explore: Students will look at examples of different maps with keys and attempt to use the map keys to identify locations on the map.

Explain: Working with partners, students will find their way to locations on a map using the key.

Elaborate: Students will make a map of a room in their house and will utilize a map key in their drawing.

Evaluate: Students will share their maps with their classmates and evaluate if their classmates can identify the items in their room with the key they developed.

Differentiation:**Accommodations/Modifications****Tier II:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 2 Lesson 3: Landforms**Objectives:**

- We can identify and describe the physical characteristics of places such as landforms.
- We can identify and describe the physical characteristics of places such as bodies of water.
- We can identify the continents and oceans of the world.

Essential Question: Why do we use maps?

Class Activity:

Engage: Discuss that the Earth has different physical characteristics. The Earth has places that are covered with landforms and/or water.

Explore: Show students a map of the world. Point out the areas on the map that are considered landforms and those that are oceans. Point out and discuss the various types of landforms on a map (i.e. mountains, deserts, etc.) Discuss how mapmakers distinguish the types of landforms and oceans on maps.

Explain: Show Brainpop Jr. Video, “Continents and Oceans” and discuss the continents and oceans of the world with the students.

Elaborate:In the “activity” section of the video, there is a blank world map that can be printed out for the students to color/identify the continents.

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed

- Teacher can document student progress

Unit 2 Lesson 4: The Earth as a Globe

Objectives:

- We can recognize the globe as a model of Earth.
- We can locate places of significance on maps and globes.
- We can locate places using the four cardinal directions.

Essential Question: What are some similarities and differences between a globe and a map?

Class Activity:

Engage: Discuss how maps and globes are similar and different. Students will discuss what information can be found on both globes and maps.

Explore: Display world maps and various globes. Have the children form pairs/small groups. The teacher can call out the name of a continent or ocean, and one partner/group can locate the place on a world map, and the other partner/group can locate it on a globe.

Explain: Students will describe the similarities and differences they see when locating these items on the globe or map.

Elaborate: <http://www.wartgames.com/themes/geography/maps.html>

Evaluate: Teacher will observe students' ability to decipher differences and similarities between a map and globe.

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary

- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 2 Lesson 5: Cardinal Directions

Objectives:

We can recognize the globe as a model of Earth.

We can locate places of significance on maps and globes.

We can locate places using the four cardinal directions.

Essential Question: What are some similarities and differences between a globe and a map?

Class Activity:

Engage: Students will discuss directional words (north, south, east, west) and how directions are found on a map or globe.

Explore: Discuss directional words (north, south, east, west). Show BrainPop Jr. "Reading a Map" video, which will show students how a compass rose is used to show direction on a map.

Explain: Students will make a compass rose. You can design an easy one to use with your students, or you can go to the following link, where there is a printout of a compass rose to use as a guide:

<http://www.teachervision.fen.com/tv/printables/orange/ss-3.pdf>

Elaborate: The teacher could also do another kinesthetic/auditory lesson as an extension for teaching directionality. Using a large floor space, use masking tape (or sidewalk chalk if done outside) to make a six-by-six grid on the floor, with each block about one square foot so that a child could stand in the block. Number each block from 1-36. Indicate north, south, east, and west by taping each direction arrow in place along an outside edge of the grid. Then have children follow a series of directions from one block to another. For example: "Stand in block 1, face east and go 3 blocks. What number are you standing on now?" The children could also take turns giving each other directions.

Evaluate: Students self-evaluate their ability to get to a destination following cardinal directions. Teacher will evaluate students' knowledge of directions with the completion of their compass rose activity.

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.

- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit Assessments:

Formative: Map Practice assignments, class participation

Summative: Student Map Project

Social Studies Unit #3 Grade 1	
Unit Title	Our Country
Recommended Pacing	9 Weeks
Unit Overview	After completing previous units about our laws, our land, and an introduction to our national history, the students will delve into learning about our past. This unit starts off by learning about people from our past and how various aspects have changed since then. The students will take a particular look into how schools, communities, and transportation are different today. In order to keep track of these changes, the students are encouraged to create timelines or flowcharts to keep track of these changes and use Venn diagrams to compare and contrast everyday life in different times and places. This unit will also describe the influence and culture of immigrants and Native Americans and how they have helped to shape who we are today. The students will discover that some things change while some things stay the same.
Social Studies Practices	Developing Questions and Planning Inquiry Gathering and Evaluating Sources

	<p>Seeking Diverse Perspectives Developing Claims and Using Evidence Presenting Arguments and Explanations Engaging in Civil Discourse and Critiquing Conclusions Taking Informed Action</p>
<p>Supplemental Class Resources</p>	<p>State of New Jersey Resources Mr. Donn's Geography-https://www.mrdonn.org/geography.html Usa Kids- https://www.usa.gov/education?source=kids ReadWorks- https://www.readworks.org/ NJ Statehouse- https://njstatehousetours.org/tour/ Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/ Smithsonian Education- https://learninglab.si.edu/ http://www.brainpop.com/ http://www.brainpopjr.com/ Amistad Resources- http://www.njamistadcurriculum.net/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/ Transportation Over Time http://www.ateenytinyteacher.com/lets-go-transportation-uni/ Animated History of Transportation https://www.youtube.com/watch?v=FaLCOo8NJFA</p>

	<p>Inventions that Changed Our World http://teacher.scholastic.com/lessonrepro/lessonplans/theme/inventions.htm</p> <p>Immigration https://www.scholastic.com/teachers/lesson-plans/teaching-content/immigration-lesson-plan-grades-k-2/</p> <p>The Crayon Box That Talked/ Holocaust https://kinderart.com/art-lessons/multic/a-box-of-crayons/</p> <p>Holocaust (Teaching About Holocaust, Genocide, Prejudice and Bullying K-5) https://www.nj.gov/education/holocaust/curriculum/</p> <p>History of New Jersey https://www.state.nj.us/state/historykids/teachersGuide.htm</p> <p>Amistad https://www.state.nj.us/education/amistad/</p>
<p>District/School Formative Assessment Plan</p>	<p>Teacher Observation Presentations Quizzes/Test Portfolios Group Projects/Discussions Constructed Response Speeches/Debates</p>
<p>Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy</p>	<p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p>

<p>Computer Science and Design Thinking (Technology)</p>	<ul style="list-style-type: none"> • 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. • 9.4.2.TL.5: Describe the difference between real and virtual experiences. • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.) • 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
<p>Diversity, Equity, and Inclusion</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. • 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
<p>Amistad</p>	<p>Harriet Tubman: Brave pioneer of anti-slavery Harriet Tubman history lesson https://www.teacherspayteachers.com/Product/Black-Womens-History-for-Early-Grades-Harriet-Tubman-Mini-History-Lesson-8069776?st=eff2032b803216786cee76428c6df12f</p>
<p>Holocaust</p>	<p>Inclusion & Diversity Lessons for Acceptance: The Judgmental Flower https://www.teacherspayteachers.com/Product/Inclusion-Diversity-Activities-For-Acceptance-Lessons-The-Judgmental-Flower-4393451?st=e1598ae7a35036fa64ce6a3c3108722c</p>

Asian American and Pacific Islander	Creating Hawaii Lesson Plan K-2: In this lesson, students learn about a state’s history and culture by exploring the museum exhibit <i>Creating Hawai‘i</i> , developed by the Smithsonian Asian Pacific American Heritage Program in collaboration with the Smithsonian National Museum of American History. http://www.smithsonianeducation.org/educators/lesson_plans/creating_hawaii/index.html
Climate Change	<ul style="list-style-type: none"> • 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. • 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Math Student Learning Objectives Covered in this Unit

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

ELA Student Learning Objectives Covered in this Unit

RI.1.2. Identify the main topic and retell key details of a text.
 RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
 SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Modifications

Example:

Unit Modifications:

SPED: Provide visuals for students throughout the lesson on promethean board and the focus wall; allow extra time for activities to be completed; dictated responses in lieu of written work; hands on activities instead of pencil and paper

ESL/ELL: Describing pictures or classroom objects; Providing information in graphic organizers; Identifying real life objects based on descriptive oral phrases or short sentences;

504 Students: Provide a checklist of the steps needed to complete the problem; Provide lots of white-space to make it less busy; If still struggling, reteach and retest

At-Risk Students: Reduce the number of problems given; Give extra time

Gifted and Talented: Added detail to written work; find connecting stories from classroom library and compare to the lessons;

Unit Three: Our Country

NJ Student Learning Standards: Social Studies Grade 1

- In the past, people dressed differently, had different jobs, played different games and communicated differently. Today, some jobs, games, and ways of communicating are the same.
- Communities grow and change over time. Some things stay the same.
- Native Americans have shared their culture and traditions

Length: 30 Days

Essential Questions:

- How are the lives of people different from the lives of people long ago? How are they the same?
- What can happen to communities over time?
- How have Native Americans affected our culture?
- How have immigrants added to our culture?
- How would you feel if aspects of your culture were taken away from you?

with early settlers.

- Immigrants have brought their cultures from other places that have helped our country change and grow.

- How does climate change affect one's culture? Foods, clothing, occupation, etc.

Unit Focus and Targets:

Content Vocabulary:

communication, tool, change, past, present, future, timeline, technology, table, culture, history, language, flowchart, immigrant, world

Speaking and Listening:

- Whole group discussion
- Pair-Share
- Collaborative Discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques
- Active Listening Strategies

Routine Writing:

- Exit Ticket
- Do Now
- Reflections
- Short Constructed Response
- Note Taking

NJSLS Lessons:

Core Idea:

Physical and human characteristics affect where people live (settle).

Historical timelines put events in chronological order to help people understand the past.

Performance Expectation:

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make

Understanding the past helps to make sense of the present.

Two or more individuals can have a different understanding of the same event.

Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

The nature of history involves stories of the past preserved in a variety of sources.

Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

Goods and services are produced and exchanged in multiple ways.

inferences about the "big picture" of history.

- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays)..
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places)

6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

Unit 3 Lesson 1: National Symbols

Essential Question: What are some national symbols of the U.S.?

Objective:

We can describe selected national and state patriotic symbols.

Class Activity:

Engage: Discuss with students the meaning of a “symbol” and discuss that the United States of America has symbols to remind us of important people and events. Teachers could show the BrainPop Jr. “U.S. Symbols” video and discuss the various U.S. symbols mentioned.

Explore: Explore the American Symbols library on getEpic. <https://www.getepic.com/app/user-collection/234626>

Explain: Using the web resources, teachers could go further into depth over the course of several days about many familiar patriotic symbols (i.e. Statue of Liberty, Liberty Bell, Uncle Sam, etc.) Teachers could discuss the history of these national symbols, and students could color/write a sentence describing something they learned about each symbol and make it into a “National Symbols” booklet.

Elaborate: Students may add a new symbol that they feel would represent our country today to add to their national symbols booklets.

Evaluate: Completion of national symbols booklets.

Clip art websites for national symbols:

<http://www.education.com>

[/worksheets/national-symbols/](http://www.education.com/worksheets/national-symbols/)

<http://www.usa-printables.com/Places/>

<http://www.friendsacrossamerica.com/>

[colorpagesamerica.html](http://www.friendsacrossamerica.com/colorpagesamerica.html)

Asian American/Pacific Islander: Creating Hawaii Lesson Plan K-2: In this lesson, students learn about a state’s history and culture by exploring the museum exhibit *Creating Hawai‘i*, developed by the Smithsonian Asian Pacific American Heritage Program in collaboration with the Smithsonian National Museum of American History. http://www.smithsonianeducation.org/educators/lesson_plans/creating_hawaii/index.html

Materials:

Weblinks to use as a resource for this lesson:

Brain Pop Jr. videos—"U.S. symbols" video "Statue of Liberty" video

<http://americanhistory.pppst.com/symbols.html>

(this site has powerpoints about various national symbols such as Statue of Liberty, Liberty Bell, etc., as well as teacher activities, clip art, and games for students)

http://bensguide.gpo.gov/files/Ben_Activity_webversion.pdf

(this site has a downloadable booklet for kids about national symbols such as the Liberty Bell, Uncle Sam, etc.)

Ben's Guide to U.S. Government for Kids (K-2)

National Symbols (these two websites give specific information about many national symbols, and official websites of some of the national places of interest):

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

<http://bensguide.gpo.gov/3-5/symbols/index.html>

Books which could be used as resources for this lesson:

The Bald Eagle by Jennifer Silate

Uncle Sam & Old Glory : Symbols of Americaby Delno C. West and Jean M. West

The Story of the Statue of Libertyby Betsy and Giulio Maestro

The Liberty Bellby Debbie L. Yanuck

The Statue of Liberty by Marc Tyler Nobleman

Videos about National Symbols:

This is Our Country (DVD), produced by 100% Educational videos (available at the Burlington County Library)

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 3 Lesson 2: National Symbols

Essential Question: What are some national symbols of the U.S.?

Objective:

- We will recite and explain the meaning of a pledge of allegiance and a flag.

Class Activity:

Engage: Discuss with the students that one of our most important national symbols is the American Flag. We honor our flag, and show allegiance to our country by reciting the Pledge of Allegiance.

Explore: Read *The American Flag* by Debbie L. Yanuck, and discuss the history of our flag and the meaning of the parts of our flag (stars, stripes,) discuss the ways we honor our flag (displaying it on flagpoles, celebrating Flag Day, etc.).

Explain: Students could make or color a flag to take home.

Elaborate: You could also teach the students a patriotic song, such as “You’re a Grand Old Flag”, and students could march around the room with their handmade flags.

Lyrics to “You’re a Grand Old Flag”

<http://kids.niehs.nih.gov/games/songs/movies/grandoldflagmid.htm>

Evaluate: Completion of flag activity and student’s ability to articulate the parts of the flag and their meaning.

Materials:

Books which could be used as resources for these lessons:

I Pledge Allegiance by June Swanson

The Pledge of Allegiance by Scholastic books

I Pledge Allegiance: The Pledge of Allegiance by Bill Martin

The Pledge of Allegiance by Debbie L. Yanuck

The American Flag by Debbie L. Yanuck

Red, White, and Blue: The Story of the American Flag by John Herman

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions

- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 3 Lesson 3: National Symbols

Essential Question: What are some national symbols of the U.S.?

Objective:

- We will recite and explain the meaning of a pledge of allegiance and a flag.

Class Activity:

Engage: Discuss the Pledge of Allegiance with the students (many of the books listed as resources explain in detail what each part of the Pledge of Allegiance means in kid-terms). Explain that the Pledge of Allegiance is something that we do to honor and show loyalty to our flag. Explain how Americans behave when they say the pledge (i.e. standing up, placing his/her right hand over the heart).

Explore: Have the students practice saying the Pledge of Allegiance in class. (*Note: You may have children who, because of religious or other beliefs, choose not to participate in certain celebrations or in pledging allegiance to the flag. This behavior should not be judged as a lack of good citizenship.)

Explain: Students write a sentence about why the pledge of allegiance is important to our country.

Elaborate: Students can work together to write a pledge for our classroom.

Evaluate: Students' sentence about the pledge of allegiance will be evaluated.

Materials:

Books which could be used as resources for these lessons:

I Pledge Allegiance by June Swanson

The Pledge of Allegiance by Scholastic books

I Pledge Allegiance: The Pledge of Allegiance by Bill Martin

The Pledge of Allegiance by Debbie L. Yanuck

The American Flag by Debbie L. Yanuck

Red, White, and Blue: The Story of the American Flag by John Herman

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 3 Lesson 4: National Symbols

Essential Question: What are some national symbols of the U.S.?

Objective:

- We will identify anthems and mottoes of countries and states
- We will identify ways in which Americans show respect for and honor their country.

Class Activity:

Engage: Discuss with the students that many countries, states, communities, and other groups have mottoes.

Explore: Use some of the resources listed to help you show the students some examples of mottoes that many of the states in the United States use today. You can focus some discussion on New Jersey's motto; the students can discuss how/why the motto is associated with our state. See weblinks listed for NJ information resources.

<http://www.state.nj.us/nj/about/facts/>

<http://www.enchantedlearning.com/usa/states/newjersey/>

Explain: A motto is a short statement of beliefs or ideals. The students may already be familiar with the motto "In God We Trust".

Elaborate: After the children understand what a "motto" is, and the teacher has shown some examples of state mottoes and symbols, perhaps the students could develop a motto for their first grade classroom, or for their school. Students could make up a poster with symbols representing their classroom or school, and also write a motto on the poster. Modification: Students could work in groups to complete a poster and discuss ideas for a motto; the group could present their ideas to their classmates when they are finished.

Evaluate: Completion of motto activity.

Materials:

Websites to support this lesson:

<http://www.statesymbolsusa.org/index.html>

(provides information about the symbols, emblems, and icons of each of the 50 states)

<http://www.netstate.com/>

(gives information about the 50 states, and their mottoes)

<http://nationalexplorer.com/stateflower%20A-L.htm>

(has pictures of the 50 state flags and state flowers for each state)

Books that can be used as resources for “motto” lesson:

State Names, Seals, Flags, and Symbols: A Historical Guide by Benjamin Shearer

How Proudly They Wave: Flags of the 50 States by Rita Haban

New Jersey information weblinks:

<http://www.state.nj.us/nj/about/facts/>

<http://www.enchantedlearning.com/usa/states/newjersey/>

Books that can be used as resources for the “national anthem” lesson:

The Star Spangled Banner by Peter Spier

The Story of the Star Spangled Banner by Natalie Miller

The Star Spangled Banner: America’s Anthem and its History by Francis Scott Key, edited by Ann Owen

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 3 Lesson 5: National Symbols

Essential Question: What are some national symbols of the U.S.?

Objective:

- We will identify anthems and mottoes of countries and states
- We will identify ways in which Americans show respect for and honor their country.

Class Activity:

Engage: Discuss the meaning of an “anthem”. An anthem is a rousing or uplifting song which can be identified with a particular group, body or cause; it can also be a song adopted by a country as an expression of national identity. Explain that our national anthem is called “The Star Spangled Banner”

Explore: Teacher can read one of the books about the Star Spangled Banner and discuss the history and the reason that the United States has a national anthem. Discuss when the national anthem is heard (patriotic functions, before sporting events, etc.) and how Americans show respect as it is played (removal of hats, right hand over heart, etc.). Teacher can teach the “Star Spangled Banner” to the students and they can practice singing it in class.

Lyrics and tune to the “Star Spangled Banner”:

<http://kids.niehs.nih.gov/games/songs/patriotic/anthemmid.htm>

Explain: Review the previous lessons in this unit; discuss with the children that Americans show respect for and honor their country in many ways (i.e. displaying the flag, holidays such as Flag Day, singing of national anthem, reciting Pledge of Allegiance, etc.) Students can help the teacher make up a chart of ways they show respect for and honor their country.

Elaborate:“Citizenship Game Show”: Teacher could divide the class into groups and challenge the children in each group to brainstorm 3 questions/answers that relate to patriotic symbols and ways Americans honor their country. (Teacher will need to model examples of questions before students begin). One or two members of the group can write down the questions on large index cards, writing the answers to the questions on the back. The teacher can add several questions of his/her own to the group, and then when all questions are compiled, have a “gameshow” where students are asked the questions. This activity may require two days, one day for students to brainstorm and record questions, another day for the game show to be held.

Evaluate: Game Show

Materials:

Websites to support this lesson:

<http://www.statesymbolsusa.org/index.html>

(provides information about the symbols, emblems, and icons of each of the 50 states)

<http://www.netstate.com/>

(gives information about the 50 states, and their mottoes)

<http://nationalexplorer.com/stateflower%20A-L.htm>

(has pictures of the 50 state flags and state flowers for each state)

Books that can be used as resources for “motto” lesson:

State Names, Seals, Flags, and Symbols: A Historical Guide by Benjamin Shearer

How Proudly They Wave: Flags of the 50 States by Rita Haban

New Jersey information weblinks:

<http://www.state.nj.us/nj/about/facts/>

<http://www.enchantedlearning.com/usa/states/newjersey/>

Books that can be used as resources for the “national anthem” lesson:

The Star Spangled Banner by Peter Spier

The Story of the Star Spangled Banner by Natalie Miller

The Star Spangled Banner: America's Anthem and its History by Francis Scott Key, edited by Ann Owen

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit Assessments:

Formative: Response to text, class participation

Summative: National Symbols Booklet

**Social Studies Unit #4
Grade 1**

Unit Title	People in the Marketplace
Recommended Pacing	15 days
Unit Overview	<p>This unit will teach students about customs and traditions throughout parts of the world. They will learn how we each have our own special ways of expressing our culture such as sharing their ideas and stories through folklore. Students will also know how we share and partake in these traditions. The unit will continue with teaching students the difference between needs and wants, and distinguish between goods and services. This will help students understand economics in our world and the relationship between and among producers and consumers. They will learn about the choices we make about how and where we choose to spend our money and when to save our money. This unit will reiterate how we are all unique, yet interconnected and how we must work together to make our world work.</p>
Social Studies Practices	<ul style="list-style-type: none">● Developing Questions and Planning Inquiry● Gathering and Evaluating Sources● Seeking Diverse Perspectives● Developing Claims and Using Evidence● Presenting Arguments and Explanations● Engaging in Civil Discourse and Critiquing Conclusions● Taking Informed Action
Supplemental Class Resources	<p>State of New Jersey Resources Mr. Donn's Geography-https://www.mrdonn.org/geography.html Usa Kids- https://www.usa.gov/education?source=kids ReadWorks- https://www.readworks.org/ NJDOE- https://www.state.nj.us/education/aps/cccs/ss/ NJ Statehouse- https://njstatehousetours.org/tour/ Virtual Field Trips- https://www.discoveryeducation.com/community/virtual-field-trips/</p>

Smithsonian Education- <https://learninglab.si.edu/>

<http://www.brainpop.com/>

<http://www.brainpopjr.com/>

Amistad Resources- <http://www.njamistadcurriculum.net/>

Holocaust Resources- <https://www.nj.gov/education/holocaust/curriculum/>

<https://www.docsteach.org/>

<http://www.loc.gov/teachers/>

<http://www.digitalhistory.uh.edu/>

<https://www.history.com/>

<http://www.quizlet.com/>

<http://www.kahoot.it/>

<http://www.youtube.com/>

Seesaw

Family Customs

https://www.midlandisd.net/cms/lib01/tx01000898/centricity/domain/3308/grade_01_social_studies_unit_04_exemplar_lesson_01_family_customs.pdf

Amistad

<https://www.state.nj.us/education/amistad/>

Wants vs. Needs

<https://www.education.com/lesson-plan/do-i-need-it-wants-vs-needs/>

Goods and Services

<https://www.education.com/lesson-plan/on-market-street-goods-and-services/>

Economics Video

https://www.youtube.com/watch?v=CamHuVSm_IQ

Folktales & Folklore

<https://www.scholastic.com/teachers/collections/teaching-content/folktales-and-folklore/>

District/School Formative Assessment Plan	<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates
Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy	<ul style="list-style-type: none"> ● 6.1.2.EconET.1: Explain the difference between needs and wants. ● 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. ● 9.1.2.FP.2: Differentiate between financial wants and needs. ● 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society) ● 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time. ● 9.1.2.PB.2: Explain why an individual would choose to save money.
Computer Science and Design Thinking (Technology)	<p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>

Diversity, Equity, and Inclusion	<p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <ul style="list-style-type: none"> • 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). • 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p> <ul style="list-style-type: none"> • 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>
Amistad	Addressed in Unit 3
Holocaust	Addressed in Unit 3
Asian American Pacific Islander	Addressed in Unit 3
Climate Change	<p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <ul style="list-style-type: none"> • 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. • 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Math Student Learning Objectives Covered in this Unit

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

ELA Student Learning Objectives Covered in this Unit

RL.1.2 Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

Modifications

Example:

Unit Modifications:

SPED: Provide visuals for students throughout the lesson on promethean board and the focus wall; allow extra time for activities to be completed; dictated responses in lieu of written work; hands on activities instead of pencil and paper

ESL/ELL: Describing pictures or classroom objects; Providing information in graphic organizers; Identifying real life objects based on descriptive oral phrases or short sentences;

504 Students: Provide a checklist of the steps needed to complete the problem; Provide lots of white-space to make it less busy; If still struggling, reteach and retest

At-Risk Students: Reduce the number of problems given; Give extra time

Gifted and Talented: Added detail to written work; find connecting stories from classroom library and compare to the lessons;

Unit Four: People in the Marketplace

NJ Student Learning Standards: Social Studies Grade 1

- People celebrate their cultures with special traditions, customs, and celebrations.
- Families meet their needs for food, shelter, and clothing in different ways.
- Many people earn money, selling goods and services, which we use every day.
- People have jobs to make, transport, and help sell goods and services.
- People use money to buy things they want. They earn money by selling goods and services.
- Many different people work together at different jobs and use machines to make goods.

Length: 15 days

Essential Questions:

- How do people celebrate their culture?
- How do families meet their needs?
- Why are goods and services important?
- What kinds of jobs do people do?
- Why do people buy and sell?
- How are goods made in a factory?

Unit Focus and Targets:

Content Vocabulary:

folktale, religion, celebration, custom, role, goods, services, money, job, business, volunteer, market, trade, save, scarce, wants, factory, bar graph

Speaking and Listening:

- Whole group discussion
- Pair-Share
- Collaborative Discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques
- Active Listening Strategies
- Oral Presentations
- Oral Reading
- Oral response to questions

Routine Writing:

- Exit Ticket
- Do Now
- Reflections
- Short Constructed Response
- Note Taking

NJSLS Lessons:

Core Idea:

Individuals make decisions based on their needs, wants, and the availability of resources.

Limited resources influence choices.

Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing)

Goods and services are produced and exchanged in multiple ways.

The availability of resources influences current and future economic conditions.

Performance Expectation:

- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
 - 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.EconEM.1: Describe the skills and knowledge required

Governments play an economic role in the lives of individuals and communities.

There are benefits to trading goods and services with other countries.

to produce specific goods and services.

- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
 - 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
 - 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
 - 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
 - 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

Unit 4 Lesson 1: Introduction to Culture Around the World

Objectives:

- We can define culture.
- We can explore how language helps us understand our own culture.
- We can recognize that Americans have diverse backgrounds.
- We can identify similarities and differences in cultures.
-

Essential Question: How do people share their culture and customs?

Class Activity (2 Days):

Engage: Discuss how common items such as toys or games are similar or different in other cultures. While introducing this unit, encourage students to bring in common household items that they could use to build a toy.

Explain: Students play game (“Photographic Match”) on <http://www.coedu.usf.edu/culture/activity.htm> which allows students to match up pictures of dolls from the country/culture in which they originate.

Elaborate: Students use common household or classroom items to build their own toy. Students describe what their toy is, how it’s used, and make a connection to a toy they’ve seen in other cultures.

Evaluate: Completion of toy project

Differentiation:

Accommodations/Modifications

Tier II:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect

- One-on-one instruction as needed
- Teacher can document student progress

Unit 4 Lesson 2: Defining Culture

Objectives:

- We can define culture.
- We can explore how language helps us understand our own culture.
- We can recognize that Americans have diverse backgrounds.
- We can identify similarities and differences in cultures.
-

Essential Question: How do people share their culture and customs?

Class Activity:

Engage: Discuss with students how America is comprised of people from many cultures.

Explore: Pepita Talks Twice-Ofelia Dumas Lachtman

<http://www.serflo1.com/Pepita%20Talks%20Twice.html>

(this weblink has the story Pepita Talks Twice that you can print out if needed)

Explain: Make a chart of common English/Spanish words and activities.

Elaborate: Birthday Traditions Around the World:

<https://www.getepic.com/app/read/33333> Students will plan a birthday celebration for a student from another country of their choosing from the text to make them feel at home.

Evaluate: Students will present their plans for the birthday celebration in small groups and work together to perfect their plans with the help of their classmates. Teacher will evaluate final plan.

Differentiation:**General Accommodations/Modifications:**

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 4 Lesson 3: Needs vs. Wants

Objectives:

We can define culture.

We can recognize that Americans have diverse backgrounds.

We can identify people's basic needs.

Essential Question: How do people share their culture and customs?

Class Activity:

Engage: Discuss how people everywhere have the same basic needs for food, clothing, and shelter.

Explore: Discuss with the students the differences between basic “needs” and “wants”. You could show the students the BrainPopJr. Video “Wants and Needs”, or show the Promethean Planet flipchart which discusses wants and needs.

Explain: The students work in teams to make a “Wants and Needs” chart

Elaborate: Students draw/color or cut pictures from magazines and sort them into the category of items that are “wants” and items that are “needs”. (Example “shirt” is a need, and video game is a “want”).

Evaluate: Completion of sort activity

Materials:

Books that can be used as resources for this lesson:

BrainPopJr. Videos to supplement this lesson:

“Wants and Needs”

“Rural, Urban, Suburban”

“Houses”

Differentiation:

General Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit 4 Lesson 4: How People Meet Their Needs

Objectives:

- We can define culture.
- We can recognize that Americans have diverse backgrounds.
- We can identify people's basic needs.
- We can describe similarities and differences in ways people meet basic needs.
-

Essential Question: What are some similarities and differences in the ways that people live?

Class Activity:

Engage: Families in different parts of the world may meet their needs in different ways. Discuss how people all over the world have different types of homes based on the resources of the land where they live, the weather where they live, or their cultural preferences.

Explore: Access "Homes in Different Places"<https://www.getepic.com/app/read/45461>

discuss how the homes are similar or different to the homes in which the students' live.

Explain: Teacher/students can develop a graphic organizer comparing the types of houses around the world compared to their houses.

Elaborate: Students complete RW Connection activity: Pretend you lives somewhere that was very hot or very cold. What kind of house would you live in? Draw a picture of the kind of house you would have.

Evaluate: Students share their houses and teacher evaluates their homes ability to protect them from the conditions in the part of the world it is in.

Materials:

Books that can be used as resources for this lesson:

Houses and Homes by Ann Morris

A House is a House forMe by Mary Ann Hoberman

BrainPopJr. Videos to supplement this lesson

“Rural, Urban, Suburban”

“Houses”

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect

- One-on-one instruction as needed
- Teacher can document student progress

Unit 4 Lesson 5: Folktales Around the World

Objectives:

- We can recognize that people express their culture in many different ways.
- We can describe various beliefs and traditions of people and explain their importance.
- We can explain that environment affects the foods people eat.
- We can recognize that people have different likes and dislikes.
- We can retell stories from different cultures (i.e. selected folktales and legends such as Aesop's fables).
- We can describe how people of different cultures share their customs, traditions, and holidays.
-

Essential Question: What are some similarities and differences in the ways that people live?

(Lesson Should be completed over the course of 2-3 days)

Class Activity:

Engage: Discuss how people from many cultures express their traditions and beliefs in different ways. Fables and folktales, food, music, and clothing are ways people can express their culture. Discuss how tolerance is important-not everyone has the same likes/dislikes.

Explore: Introduce children to stories from different cultures; one example may be to take a familiar story, such as Cinderella, and read different cultures' versions of the same story. Ask the children to compare/contrast the characters, plot, and setting. (Some examples of Cinderella stories from different cultures are listed in the resources column). The students can help the teacher develop a graphic organizer which lists similarities and differences in the stories, or students can discuss/write about which version of the story was their favorite, and why. Introduce children to folktales/fables from different cultures (i.e. Aesop Fables, Anansi stories) and discuss how folktales and fables are similar/different to the stories that they read.

Explain: Students work with teacher to create an anchor chart that includes the key components of fairy/folk tales (setting, plot, characters, problem, solution/lesson)

Elaborate: Students could write their own "folktale" based upon the stories they have heard. This weblink gives some ideas for folktale writing by students:

<http://www.education.com/activity/article/animal-folk-tale/>

Evaluate: Students work in groups to grade their folktale based on a rubric.

Materials:

Books that can be used as a resource for this lesson:

Can You Guess My Name?: Traditional Tales Around the World by Judy Sierra

Cinderella Stories from other cultures:

Cinderella, (or the Little Glass Slipper) by Charles Perrault (French version)

Yeh-Shen by Ai-Ling Louie (Chinese version)

Domitila: A Cinderella Tale from the Mexican Tradition by Jewell Rhinhart

Coburn (Mexican version)

Mufaro's Beautiful Daughters by John Steptoe (African version)

There are many other versions of the Cinderella stories from other countries and cultures; for more titles, see the website below:

<http://www.pampetty.com/cinderellaunit.htm>

Books that can be used as a resource:

Aesop's Fables by Aesop

Anansi the Spider; A Tale from the Ashanti by Gerald McDermott

Anansi Does the Impossible: An Ashanti Tale! by Verna Aardema

Weblinks that give information about folktales:

<http://worldoftales.com/>

<http://www.aesops-fables.org.uk/>

<http://www.parenting-by-example.com/free-fables-for-children>

<http://www.aesopfables.com/>

Differentiation:

Accommodations/Modifications

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier III:

- Provide visuals
- Utilize song first to pre-teach vocabulary (pattern).
- Kinesthetic learning
- Teacher model with manipulatives, students build onto teacher model.
- Limit amount of manipulatives.
- Tactile- give students different colored manipulatives. Students reflect
- One-on-one instruction as needed
- Teacher can document student progress

Unit Assessments:

Formative: RW Connection activity, class participation

Summative: Folk Tales Project

2020 New Jersey Student Learning Standards - Social Studies Overview

Disciplinary Concepts

Civics, Government, and Human Rights: Civic and Political Institutions

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> ● Local community and government leaders have roles and responsibilities to provide services for their community members. ● Rules for all to live by are a result of the actions of government, organizations, and individuals. ● The actions of individuals and government affect decisions made for the common good. 	<ul style="list-style-type: none"> ● In a representative democracy, individuals play a role in how government functions. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. 	<ul style="list-style-type: none"> ● Political and civic institutions impact all aspects of people's lives. ● Governments have different structures which impact development (expansion) and civic participation.

Civics, Government, and Human Rights: Participation and Deliberation

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> ● When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard. 	<ul style="list-style-type: none"> ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). ● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. ● A major role of citizens in a representative democracy is to make responsible decisions about who should govern. 	<ul style="list-style-type: none"> ● Civic participation and deliberation are the responsibility of every member of society. ● Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

Civics, Government, and Human Rights: Democratic Principles

Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, and freedom to make choices).	<ul style="list-style-type: none">• Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none">• The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights.• The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

Civics, Government, and Human Rights: Processes and Rules

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• Rules and laws are established for our safety and well-being.• Processes and rules should be fair, consistent, and respectful of the human rights of all people.	<ul style="list-style-type: none">• There are different processes for establishing rules and laws.• Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none">• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Civics, Government, and Human Rights: Human and Civil Rights

Human rights are universal, inalienable and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• Individuals may be different, but all have the same basic human rights.	<ul style="list-style-type: none">• It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<ul style="list-style-type: none">• Human and civil rights include political, social, economic, and cultural rights.• Social and political systems have protected and denied

	<ul style="list-style-type: none"> • Individuals have the right to be safe and not to be bullied or discriminated against. 	<p>human rights (to varying degrees) throughout time.</p> <ul style="list-style-type: none"> • Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.
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Civics, Government, and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions - alone or in combination with others - can make a difference is closely related to democratic principles and participation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Certain character traits can help individuals become productive members of their community. 	<ul style="list-style-type: none"> • Certain dispositions help individuals contribute to the health of American democracy. 	<ul style="list-style-type: none"> • The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places. 	<ul style="list-style-type: none"> • Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. 	<ul style="list-style-type: none"> • Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface.

Geography. People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• Physical and human characteristics affect where people live (settle).• People use goods from local and distant places to meet their daily needs.	<ul style="list-style-type: none">• Regions form and change as a result of unique physical conditions, economies, and cultures.• Patterns of settlement differ markedly from region to region, place to place, and time to time.• The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.	<ul style="list-style-type: none">• The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.• Relationships between humans and environments impact spatial patterns of settlement and movement.• Global changes in population distribution patterns affect changes in land use in particular places.

Geography. People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• Environmental characteristics influence how and where people live.	<ul style="list-style-type: none">• Environmental and cultural characteristics influence where and how people live.• Human activity affects the cultural and environmental characteristics of places and regions.• Cultural and environmental characteristics change over time.	<ul style="list-style-type: none">• Cultural patterns and economic decisions influence environments and the daily lives of people.• The physical and human characteristics of places and regions are connected to human identities and cultures.

Geography. People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their

cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Global interconnections occur in both human and physical systems across different regions of the world. 	<ul style="list-style-type: none"> Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. 	<ul style="list-style-type: none"> Cultural and environmental practices impact the geography of an area. The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Economics, Innovation and Technology: Economic Ways of Thinking

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Individuals make decisions based on their needs, wants, and the availability of resources. Limited resources influence choices. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). 	<ul style="list-style-type: none"> Economic decision-making involves setting goals and identifying the resources available to achieve those goals. An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. 	<ul style="list-style-type: none"> Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Economics, Innovation and Technology: Exchange and Markets

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Goods and services are produced and exchanged in multiple ways. 	<ul style="list-style-type: none"> The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. 	<ul style="list-style-type: none"> People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. Buyers and sellers interact in competitive markets based

	<ul style="list-style-type: none"> • The exchange of goods and services can have negative and positive effects. 	<p>on prices that reflect scarcity of goods and services in the market.</p> <ul style="list-style-type: none"> • Markets exist to facilitate the exchange of goods and services. • Competition among sellers and buyers exists in specific markets.
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Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities. 	<ul style="list-style-type: none"> • The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. 	<ul style="list-style-type: none"> • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being and quality of life.

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • There are benefits to trading goods and services with other countries. 	<ul style="list-style-type: none"> • Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation. 	<ul style="list-style-type: none"> • The global economy is the system of trade and industry across the world that has emerged due to globalization. • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human,

		<p>physical, and financial capital.</p> <ul style="list-style-type: none"> • Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. • Economic interdependence is impacted by increased specialization and trade.
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History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present. 	<ul style="list-style-type: none"> • Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today. 	<ul style="list-style-type: none"> • Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both change and stay the same over time. • Historical events may have single, multiple, direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Two or more individuals can have a different understanding of the same event. • Respecting and 	<ul style="list-style-type: none"> • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. 	<ul style="list-style-type: none"> • An individual's perspective is impacted by one's background and experiences. • Perspectives change over

<p>understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<ul style="list-style-type: none"> • Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in. 	<p>time.</p> <ul style="list-style-type: none"> • Historical contexts and events shaped and continue to shape people's perspectives. • The perspectives of people in the present shape interpretations of the past.
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History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence are based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • The nature of history involves stories of the past preserved in a variety of sources. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. 	<ul style="list-style-type: none"> • There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources. 	<ul style="list-style-type: none"> • Historical sourcing and evidence are based on a review of materials and sources from the past. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Historians create arguments outlining ideas or explanations based on evidence. 	<ul style="list-style-type: none"> • Historians use evidence from multiple sources to support their claims and arguments about the past. 	<ul style="list-style-type: none"> • Historians analyze claims within sources for perspective and validity. • Historians develop arguments using evidence from multiple relevant historical sources.

New Jersey Administrative Code Summary and Statutes

The 2020 NJSLS-SS continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools:

Amistad Law (N.J.S.A. 18A 52:16A-88)

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law (N.J.S.A. 18A:35-28)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)

Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Elementary Social Studies Requirements:

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements:

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)

Laura Wooten Law (N.J.S.A. 18A:35-41)

Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

NJSL STANDARDS AND HTSD GRADE LEVEL RESOURCES, K-8

- Standards by the End of Grade 2
- Standards by the End of Grade 5
- Standards by the End of Grade 8