

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Social Studies	Grade Level(s): 1
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

In first grade, students expand their understanding of citizenship through an examination of local government and the responsibilities of the citizenry of the United States. The population of the state of New Jersey and the United States as a whole is studied with an emphasis on the contributions of immigrants to the present diverse culture. Human rights are discussed as students broaden their awareness of the global economy and culture represented in 21st century life. Students are encouraged to take an active role in their local governments through a collaborative project in which an issue of importance is researched and a possible solution proposed to remediate problems that they identify. Benchmark assessments are employed to track individual student progress

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in [G.R.E.A.T. Instruction](#), the following curriculum and instruction goals direct the conversation.

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work,

projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:**Course Title:**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1 Civics, Government and Human Rights	10 weeks	6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.9 6.1.4.A.10 6.1.4.A.11 6.1.4.A.12 6.1.4.A.13 6.1.4.A.14 6.1.4.A.15 6.3.4.A.1	Students will understand the importance of laws/rules in schools and communities as well as their consequences. (3 weeks) Students will understand the characteristics of a good citizen and its importance. (1 week) Students will understand the term democracy and how it relates to the United States of America. (3 weeks) Students will understand how the experiences from the past impact our democracy today. (3 weeks)	<ul style="list-style-type: none">• Students will be able to differentiate between a rule and a law.• Students will be able to analyze the positive and negative consequences of rules and laws.• Students will be able to investigate laws from the community and analyze the purpose behind those rules and laws.• Students will be able to identify the characteristics of a good citizen.• Students will be able to explain the importance behind being a good citizen.• Students will be able to define the word “democracy”.• Students will understand how democracy relates to the United States of America.• Students will be able to identify and analyze historic figures and ordinary people who have exemplified good citizenship.• Students will be able to identify leaders in our community, state, and

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>country.</p> <ul style="list-style-type: none"> Students will be able to describe the role of public officials, including the President. Students will understand how leaders are chosen through the democratic process. Students will be able to identify a local issue in the community and develop a plan of action to enhance our community.
Unit 2 History, Culture and Perspectives	10 weeks	6.1.4.D.2 6.1.4.D.3 6.1.4.D.9 6.1.4.D.10 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20 6.1.4.D.11 6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.3.D.1	<ul style="list-style-type: none"> Students will understand the meaning of the word 'culture' and its importance within a family, and community. (1 week) Students will understand the similarities and differences in holidays celebrated in America and other counties. (3 weeks) Students will understand how stereotyping and prejudice can lead to conflict by analyzing examples from the past and present. (3 weeks) Students will analyze the role of historical symbols, monuments, and holidays play in America's identity. (3 weeks) 	<ul style="list-style-type: none"> Students will be able to define culture and explain its importance within a family. Students will be able to identify similarities and differences in cultures. Students will be able to describe various beliefs and traditions of people and explain their importance. Students will be able to describe how people of different cultures share their customs, traditions, and holidays. Students will be able to analyze a variety of human right icons and discuss the important role they played in American history.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<ul style="list-style-type: none"> Students will be able to identify what constitutes a human rights violation. Students will be able to define prejudice and discrimination. Students will be able to identify historical monuments such as Statue of Liberty, Liberty Bell etc. Students will be able to identify the importance these symbols play in American history.
Unit 3 Geography, People and the Environment	6 weeks	6.1.4.B.1 6.1.4.B.2 6.1.4.B.4 6.1.4.B.5 6.1.4.B.6 6.1.4.B.7 6.1.4.B.8	<ul style="list-style-type: none"> Students will understand how to read maps and globes and explain how these resources are useful. (2 weeks) Students will understand how weather affects the geography of regions. (2 weeks) Students will understand the importance of natural resources. (2 weeks) 	<ul style="list-style-type: none"> Students will be able to compare and contrast the features and uses of maps of the school, community, state and nation. Students will be able to identify common elements within maps. Students will be able to use the map key to access information from a map. Students will be able to identify and describe physical characteristics of places on a map. Students will be able to identify the continents and oceans of the world.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<ul style="list-style-type: none"> • Students will be able to locate places using the four cardinal directions. • Students will be able to investigate local and nationwide climate and weather patterns in order to describe its impact on the geography of the area. • Students will be able to define the meaning of a “natural resource”. • Students will be able to identify examples of natural resources. • Students will be able to discuss the uses for natural resources. • Students will understand how people depend on land and water.
Unit 4 Economics, Innovation and Technology	6 weeks	6.1.4.C.1 6.1.4.C.2 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5 6.3.4.C.1	<ul style="list-style-type: none"> • Students will understand the difference between needs and wants. (1 week) • Students will understand the differences between goods and services and identify those who provide them. (1 week) • Students will understand the difference between producing and consuming. (1 week) • Students will understand 	<ul style="list-style-type: none"> • Students will be able to identify the difference between needs and wants and explain their difference. • Students will be able to discuss why people cannot always have everything they want. • Students will be able to identify and explain the difference between a good and a service.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>how work provides income to purchase goods and services. (1 week)</p> <ul style="list-style-type: none"> Students will understand that Inventions and technology have made an impact on our world today. (2 weeks) 	<ul style="list-style-type: none"> Students will be able to identify and explain those who provide a good and/or a service. Students will be able to identify and explain the effects technology has had on our past and present.

Unit: 1 Civics, Government and Human Rights	Recommended Duration: 10 weeks
Unit Description: In this first Unit, students will learn build on the fundamental concepts about government and citizenship learned in Kindergarten. The focus of instruction is on deepening students understanding of what it means to be a good citizen through investigating laws in different aspects of their community and world and analyzing their purpose. Additionally, students will deepening their understanding of how individual and group cultural differences contribute to society.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What characterizes a good citizen? • Why are rules important to our community? • How do individual, group cultural differences contribute to a society? 	<ul style="list-style-type: none"> • A good citizen is one who respects others and their differences, and cards about the good of the community. • Rules are necessary to ensure the safety and good of the community. • Families have unique characteristics. • Schools communities and neighborhoods have unique characteristics. • Members of groups have roles and responsibilities. • Similarities and differences in individuals and groups should be celebrated.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.A.1: Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.4.A.2: Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.4.A.3: Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.10: Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent</p>	<ul style="list-style-type: none"> • Students will understand the importance of laws/rules in schools and communities as well as their consequences. (3 weeks) • Students will understand the characteristics of a good citizen and its importance. (1 week) • Students will understand the term democracy and how it relates to the United States of America. (3 weeks) • Students will understand how the experiences from the past impact our 	<ul style="list-style-type: none"> • Students will be able to differentiate between a rule and a law. • Students will be able to analyze the positive and negative consequences of rules and laws. • Students will be able to investigate laws from the community and analyze the purpose behind those rules and laws. • Students will be able to identify the characteristics of a good citizen. • Students will be able to explain the importance behind being a good citizen. • Students will be able define the word “democracy”. • Students will understand how democracy relates

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>generations.</p> <p>6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.12: Explain the process of creating change at the local, state, or national level.</p> <p>6.1.4.A.13: Describe the process by which immigrants become United States citizens.</p> <p>6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.3.4.A.1: Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p>	<p>democracy today. (3 weeks)</p>	<p>to the United States of America.</p> <ul style="list-style-type: none"> Students will be able to identify and analyze historic figures and ordinary people who have exemplified good citizenship. Students will be able to identify leaders in our community, state, and country. Students will be able to describe the role of public officials, including the President. Students will understand how leaders are chosen through the democratic process. Students will be able to identify a local issue in the community and develop a plan of action to enhance our community.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Quick Write/Draw Antidotal notes Graffiti walls Carousel walks, Exit cards 3-minute writing/drawing Think-Pair-Share 	<ul style="list-style-type: none"> Character Trait Journal Visual Dictionary of vocabulary learned in unit 		<ul style="list-style-type: none"> TDQ Responses with rubric

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 			

Instructional Strategies: *(List and describe.)*

Jigsaw: Divide students into small groups and give each group a particular subject or reading to become experts on (generally groups of 5 work well.) Each original group should understand that they are to work together to learn the material provided to them to the best of their ability, since in the second phase of the jigsaw they will be regrouped with students from alternate groups who learned about different topics. They will then each be responsible for teaching about their original assigned topic to the students in their second group.

In the second phase, students will form new groups containing one student from each of the original five groups. Thus, a new mixed group is formed where each student will teach their new group about the subject they learned about in their original group. **Cooperative Learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Role-Playing: Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.”

Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning.

Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world

Instructional Strategies: (List and describe.)

problem or answering a complex question.

Literature Circles: In literature circles, small groups of students discuss a piece of writing in depth, with the discussion being guided by students' responses to what they have read. Literature circles can be used to discuss 4 books, poems, news articles, short stories, etc. that are relative to social studies. Through this structured process, students are able to effectively engage in critical thinking and reflection as they read, discuss, and respond to written material together. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response. The structure of the process and roles utilized in Literature Circles can vary. Go to www.litcircles.org as a starting point for more information.

Three Minute Review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre- 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre- 	<ul style="list-style-type: none"> • Picture Dictionaries • Word Walls of key concepts or information • Use pictures, video clips and real objects to make concepts more concrete. • Build background knowledge • Preview vocabulary and concepts before the start of the unit. • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre- 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations • Invite students to explore different points of view on a topic of study and compare the two. • Help students to learn to set their own learning goals, then provide them with the opportunity to work towards these goals. • Allow students opportunity to produce a product based on preferred learning style. • Provide opportunities for open-ended, self-directed activities. • Provide materials for self-checking materials • Establish a timeline for long-range projects

Instructional Strategies: <i>(List and describe.)</i>			
assessment results	assessment results	assessment results	<ul style="list-style-type: none"> Use a Learning Log for independent learning

Unit Vocabulary:
Essential: Citizen, Respect, Share, Rules, President, Vote Community Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.1.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLS.RI.1.1: Ask and answer questions about key details in a text. NJSLS.RI.1.2: Identify the main topic and retell key details of a text. NJSLS.RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. NJSLS.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. NJSLS.SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.		<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input type="checkbox"/> Critical Thinking & Problem Solving <input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input type="checkbox"/> Information & Communication Technologies Literacy <input type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLS.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLS.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<ul style="list-style-type: none"> B. Use common, proper, and possessive nouns. C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). J. Produce and expand complete simple and compound declarative, interrogative, imperative, 			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>and exclamatory sentences in response to prompts.</p> <p>NJSLS.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
Technology: Career Ready Practices: Library:			

Resources:
Texts/Materials:

Unit: 2 History, Culture and Perspectives	Recommended Duration: 10 weeks
Unit Description: Today, the world is a diverse place full of many unique cultures and customs. Students need to understand that each individual is different and unique which makes them special. In order to have a better understanding of the world around them, students need to understand cultural differences in America as well as around the world.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> What are some similarities and differences in the ways that people live? How do people share their culture and customs? 	<ul style="list-style-type: none"> People meet their basic needs based on the resources in their community as well as they culture in which they live. ☐ People share their culture through the clothing they wear, food they eat, music, stories, and art they enjoy, and the holidays they celebrate.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.D.2: Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>6.1.4.D.3: Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p> <p>6.1.4.D.9: Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>6.1.4.D.10: Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.4.D.11: Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters</p>	<ul style="list-style-type: none"> Students will understand the meaning of the word ‘culture’ and its importance within a family, and community. (1 week) Students will understand the similarities and differences in holidays celebrated in America and other counties. (3 weeks) Students will understand how stereotyping and prejudice can lead to conflict by analyzing examples from the past and present. (3 weeks) Students will analyze the role of historical symbols, monuments, and holidays play in America’s identity. (3 weeks) 	<ul style="list-style-type: none"> Students will be able to define culture and explain its importance within a family. Students will be able to identify similarities and differences in cultures. Students will be able to describe various beliefs and traditions of people and explain their importance. Students will be able to describe how people of different cultures share their customs, traditions, and holidays. Students will be able to analyze a variety of human right icons and discuss the important role they played in American history. Students will be able to identify what constitutes a human rights violation. Students will be able to define prejudice and discrimination. Students will be able to identify historical

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p>6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.14: Trace how the American identity evolved over time.</p> <p>6.1.4.D.15: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.17: Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.D.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>		<p>monuments such as Statue of Liberty, Liberty Bell etc.</p> <ul style="list-style-type: none"> • Students will be able to identify the importance these symbols play in American history.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quick Write/Draw • KWLA Chart • Antidotal notes • Graffiti walls • Carousel walks, • Exit cards • 3 minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 	<ul style="list-style-type: none"> • Holidays Around the World Project 		

Instructional Strategies: *(List and describe.)*

Jigsaw: Divide students into small groups and give each group a particular subject or reading to become experts on (generally groups of 5 work well.) Each original group should understand that they are to work together to learn the material provided to them to the best of their ability, since in the second phase of the jigsaw they will be regrouped with students from alternate groups who learned about different topics. They will then each be responsible for teaching about their original assigned topic to the students in their second group.

In the second phase, students will form new groups containing one student from each of the original five groups. Thus, a new mixed group is formed where each student will teach their new group about the subject they learned about in their original group. **Cooperative Learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Instructional Strategies: *(List and describe.)*

Role-Playing: Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.”

Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning.

Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.

Literature Circles: In literature circles, small groups of students discuss a piece of writing in depth, with the discussion being guided by students' responses to what they have read. Literature circles can be used to discuss 4 books, poems, news articles, short stories, etc. that are relative to social studies. Through this structured process, students are able to effectively engage in critical thinking and reflection as they read, discuss, and respond to written material together. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response. The structure of the process and roles utilized in Literature Circles can vary. Go to www.litcircles.org as a starting point for more information.

Three Minute Review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model and demonstrations of what is required or expected.	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model and demonstrations of what is required or expected.	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.• Provide a model and demonstrations of what is required or expected.	<ul style="list-style-type: none">• Encourage students to explore concepts in depth and encourage independent studies or investigations• Invite students to explore different points of view on a topic of study and compare the two.• Help students to learn to set their own learning goals, then provide them with the opportunity to work towards these goals.

Instructional Strategies: <i>(List and describe.)</i>			
<ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Allow students opportunity to produce a product based on preferred learning style. • Provide opportunities for open-ended, self-directed activities. • Provide materials for self-checking materials • Establish a timeline for long-range projects • Use a Learning Log for independent learning

Unit Vocabulary:
Essential: language, needs, shelter, culture, religion, point of view, fable, celebration, holiday, custom
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>ELA:</p> <p>NJSLS.W.1.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.RI.1.1 Ask and answer questions about key details in a text.</p> <p>NJSLS.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>NJSLS.RI.1.3 Describe the connection between two individuals, events, ideas,</p>		<p>___ Global Awareness</p> <p>___ Civic Literacy</p> <p>___ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>___ Health Literacy</p>	<p>___ Creativity & Innovation</p> <p>___ Media Literacy</p> <p>___ Critical Thinking & Problem Solving</p> <p>___ Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p> <p>___ Information & Communication Technologies Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>or pieces of information in a text.</p> <p>NJSLS.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>NJSLS.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.</p> <p>NJSLS.RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>NJSLS.RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>NJSLS.SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">D. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>			<p>____ Communication & Collaboration</p> <p>____ Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>F. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLS.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLS.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>K. Print all upper- and lowercase letters.</p> <p>L. Use common, proper, and possessive nouns.</p> <p>M. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>N. Use personal, possessive, and indefinite pronouns</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>(e.g., I, me, my; they, them, their, anyone, everything).</p> <p>O. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>P. Use frequently occurring adjectives.</p> <p>Q. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>R. Use determiners (e.g., articles, demonstratives).</p> <p>S. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>T. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>NJSLS.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>F. Capitalize dates and names of people.</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>G. Use end punctuation for sentences.</p> <p>H. Use commas in dates and to separate single words in a series.</p> <p>I. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>J. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>Career Ready Practices:</p> <p>Library:</p>			

Unit 3: Geography, People and the Environment	Recommended Duration: 6 weeks
Unit Description: In this unit, students will build on the fundamental concepts about geography and map skills learned in Kindergarten. The focus of instruction will be on how to read maps/globes and how weather/geography affects where people live. Additionally, students learn about natural resources and their importance.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How does geography affect people living in rural and urban settings? • How can we look at areas from different perspectives? • How does weather patterns affect the geography of different regions? 	<ul style="list-style-type: none"> • Maps are used to identify the location of places in the community and beyond. • Maps are used to locate the physical characteristics of the Earth, such as landforms, and help us to locate places using a map key. • Maps and globes are both used to find locations on the Earth; the globe is a round, 3-D representation, while a map is a flat representation. • Life in different regions in the country is drastically different due to geography changes.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.B.1: Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>6.1.4.B.2: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.4: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work</p>	<ul style="list-style-type: none"> • Students will understand how to read maps and globes and explain how these resources are useful. (2 weeks) • Students will understand how weather affects the geography of regions. (2 weeks) • Students will understand the importance of natural resources. (2 weeks) 	<ul style="list-style-type: none"> • Students will be able to compare and contrast the features and uses of maps of the school, community, state and nation. • Students will be able to identify common elements within maps. • Students will be able to use the map key to access information from a map. • Students will be able to identify and describe physical characteristics of places on a map. • Students will be able to identify the continents and oceans of the world.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.6: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8: Compare ways people choose to use and distribute natural resources.</p>		<ul style="list-style-type: none"> • Students will be able to locate places using the four cardinal directions. • Students will be able to investigate local and nationwide climate and weather patterns in order to describe its impact on the geography of the area. • Students will be able to define the meaning of a “natural resource”. • Students will be able to identify examples of natural resources. • Students will be able to discuss the uses for natural resources. • Students will understand how people depend on land and water.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quick Write/Draw • KWLA Chart • Antidotal notes • Graffiti walls • Carousel walks, • Exit cards • 3 minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response 	<ul style="list-style-type: none"> • Quizzes • Completion of Graphic Organizers • Locate continents on maps and globes • Map Creators: Design a Room of their house and utilize a map key in their drawings. • Develop a “treasure map” and provide oral or written directions utilizing directional words to tell another person how to “find” their treasure. 		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Four Corners 			

Instructional Strategies: *(List and describe.)*

Jigsaw: Divide students into small groups and give each group a particular subject or reading to become experts on (generally groups of 5 work well.) Each original group should understand that they are to work together to learn the material provided to them to the best of their ability, since in the second phase of the jigsaw they will be regrouped with students from alternate groups who learned about different topics. They will then each be responsible for teaching about their original assigned topic to the students in their second group.

In the second phase, students will form new groups containing one student from each of the original five groups. Thus, a new mixed group is formed where each student will teach their new group about the subject they learned about in their original group. **Cooperative Learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

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Three Minute Review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

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Unit Vocabulary:

Essential: neighborhood, map key, valley, lake, mountain, plains, island, desert, river, Earth, globe, continent, ocean, directions, hill

Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>E/LA: NJSLS.W.1.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.RI.1.1 Ask and answer questions about key details in a text. NJSLS.RI.1.2 Identify the main topic and retell key details of a text. NJSLS.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. NJSLS.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. NJSLS.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.</p> <p>NJSLS.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g.,</p>		<p>____ Global Awareness</p> <p>____ Civic Literacy</p> <p>____ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>____ Health Literacy</p>	<p>____ Creativity & Innovation</p> <p>____ Media Literacy</p> <p>____ Critical Thinking & Problem Solving</p> <p>____ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p>____ Information & Communication Technologies Literacy</p> <p>____ Communication & Collaboration</p> <p>____ Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLS.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<ul style="list-style-type: none"> C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>NJSLS.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p>			

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
Technology: Career Ready Practices: Library:			

Unit: 4 Economics, Innovation and Technology	Recommended Duration: 6 weeks
Unit Description: In this unit, focus of this unit is to identify the differences between needs and wants, goods and services and producing and consuming. Additionally, students will learn the effects technology has had on our past and present.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> Why is it important to know the difference between people's needs and wants? What effects have technology and innovation had on our past and our present? What innovations can you imagine for our future? 	<ul style="list-style-type: none"> All people around the globe need the same kinds of things to live but meet those needs in different ways. Good and services are available to purchase to meet the needs and wants of a community. Providing goods and/or services is a business or way of making a living. Inventions, technology, and innovations throughout the centuries have led to our world today. Study the progress and advances form long ago can have an impact on understanding our future.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.1.4.C.1: Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p> <p>6.1.4.C.2: Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.3: Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.4: Describe how supply and demand influence price and output of products.</p> <p>6.1.4.C.5: Explain the role of specialization in the production and exchange of goods and services.</p>	<ul style="list-style-type: none"> Students will understand the difference between needs and wants. (1 week) Students will understand the differences between goods and services and identify those who provide them. (1 week) Students will understand the difference between producing and consuming. (1 week) Students will understand how work provides income to purchase goods and services. (1 week) Students will understand that Inventions and technology have made 	<ul style="list-style-type: none"> Students will be able to identify the difference between needs and wants and explain their difference. Students will be able to discuss why people cannot always have everything they want. Students will be able to identify and explain the difference between a good and a service. Students will be able to identify and explain those who provide a good and/or a service. Students will be able to identify and explain the effects technology has had on our past and present.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.3.4.C.1: Develop and implement a group initiative that addresses an economic issue impacting children.	an impact on our world today?	

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quick Write/Draw • Antidotal notes • Graffiti walls • Carousel walks, • Exit cards • 3-minute writing/drawing • Think-Pair-Share • Teacher Observation • Graphic Organizers • Rubrics • Student Discussions • Journal Entries • Checklist of skill attainment • Turn and Talk • Choral Response • Four Corners 	<ul style="list-style-type: none"> • Quizzes • Completion of Graphic Organizers • Locate continents on maps and globes • Research an invention 	<ul style="list-style-type: none"> • With partners or in small groups, students will create a business and advertise it to their audience. 	TDQ Responses with rubric

Instructional Strategies: <i>(List and describe.)</i>
<p>Jigsaw: Divide students into small groups and give each group a particular subject or reading to become experts on (generally groups of 5 work well.) Each original group should understand that they are to work together to learn the material provided to them to the best of their ability, since in the second phase of the jigsaw they will be regrouped with students from alternate groups who learned about different topics. They will then each be responsible for teaching about their original assigned topic to the students in their second group.</p> <p>In the second phase, students will form new groups containing one student from each of the original five groups. Thus, a new mixed group is formed where each student will teach their new group about the subject they learned about in their original group. Cooperative Learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.</p>

Instructional Strategies: *(List and describe.)*

Flexible Grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Development of Social Studies Portfolio: Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs: Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Role-Playing: Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.”

Literature Response: Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Issue-based Inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

Learning Centers: A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning.

Project Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.

Literature Circles: In literature circles, small groups of students discuss a piece of writing in depth, with the discussion being guided by students' responses to what they have read. Literature circles can be used to discuss 4 books, poems, news articles, short stories, etc. that are relative to social studies. Through this structured process, students are able to effectively engage in critical thinking and reflection as they read, discuss, and respond to written material together. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response. The structure of the process and roles utilized in Literature Circles can vary. Go to www.litcircles.org as a starting point for more information.

Three Minute Review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.	<ul style="list-style-type: none">• Picture Dictionaries• Word Walls of key concepts or information• Use pictures, video clips and real objects to make concepts more concrete.• Build background knowledge• Preview vocabulary and concepts before the start of the unit.	<ul style="list-style-type: none">• Encourage students to explore concepts in depth and encourage independent studies or investigations• Invite students to explore different points of view on a topic of study and compare the two.• Help students to learn to set their own learning goals, then

Instructional Strategies: <i>(List and describe.)</i>			
<ul style="list-style-type: none"> • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<ul style="list-style-type: none"> • Provide a model and demonstrations of what is required or expected. • Break the assessment into manageable chunks. • Highlight key words • Provide visual charts and cues • Provide clear and differentiated learning goals for students based on pre-assessment results 	<p>provide them with the opportunity to work towards these goals.</p> <ul style="list-style-type: none"> • Allow students opportunity to produce a product based on preferred learning style. • Provide opportunities for open-ended, self-directed activities. • Provide materials for self-checking materials • Establish a timeline for long-range projects • Use a Learning Log for independent learning

Unit Vocabulary:
Essential: needs, wants, shelter, recreation, past, present, future, change, technology, transportation, resource, goods, services, business, market Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS.W.1.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLS.RI.1.1 Ask and answer questions about key details in a text. NJSLS.RI.1.2 Identify the main topic and retell key details of a text.</p>		<p>____ Global Awareness</p> <p>____ Civic Literacy</p> <p>____ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>____ Health Literacy</p>	<p>____ Creativity & Innovation</p> <p>____ Media Literacy</p> <p>____ Critical Thinking & Problem Solving</p> <p>____ Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>NJSLS.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLS.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>NJSLS.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.</p> <p>NJSLS.RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>NJSLS.SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">G. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">H. Build on others' talk in conversations by</p>			<p>_____ Information & Communication Technologies Literacy</p> <p>_____ Communication & Collaboration</p> <p>_____ Information Literacy</p>

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<p>responding to the comments of others through multiple exchanges.</p> <p>I. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLS.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLS.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>U. Print all upper- and lowercase letters.</p> <p>V. Use common, proper, and possessive nouns.</p> <p>W. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>X. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>Y. Use verbs to convey a sense of past, present, and</p>			

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<p>future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>Z. Use frequently occurring adjectives.</p> <p>AA. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>BB. Use determiners (e.g., articles, demonstratives).</p> <p>CC. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>DD. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>NJSLS.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>K. Capitalize dates and names of people.</p> <p>L. Use end punctuation for sentences.</p> <p>M. Use commas in dates and to separate single words in a series.</p>			

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<p>N. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>O. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>Career Ready Practices:</p> <p>Library:</p>			

Resources:
Texts/Materials: