



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

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|----------------------------|--|----------|------------------|--|------------------------|
| <b>Course Title:</b>       | <b>Social Studies</b>  |          |                  |  |                        |
| <b>Grade Level(s):</b>     | 1  |          |                  |  |                        |
| <b>Duration:</b>           | <i>Full Year:</i>  | <b>X</b> | <i>Semester:</i> |  | <i>Marking Period:</i> |
| <b>Course Description:</b> | <p>The Washington Township School District first grade curriculum uses an integrated approach to general social studies that introduces the structures of schools and families. By using this approach, teachers will meet the needs of all students while aligning with the New Jersey Student Learning Standards for Social Studies. Students learn the rights and responsibilities of citizenship, as well as how to get along with classmates and follow school rules. The major topics of study for first grade are taken specifically from the New Jersey Student Learning Standards.</p> <p><b>Units:</b></p> <ol style="list-style-type: none"> <li>1. Civics</li> <li>2. Economics</li> <li>3. Geography</li> <li>4. History</li> </ol> <p><b>Celebrating Citizenship - Throughout the Year</b></p> |          |                  |  |                        |
| <b>Grading Procedures:</b> | Standards Based Grading:<br>Beginning, Developing, Secure  |          |                  |  |                        |
| <b>Primary Resources:</b>  | TCI Social Studies Alive! My School and Family   |          |                  |  |                        |

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

**Designed by:**

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**Under the Direction of:**

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**Written:**

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**Revised:**

August 2021

**BOE Approval:**

**Unit Title: *Unit 1: Civics*****Unit Description:**

In this unit, you will learn about the rights and responsibilities of citizenship. The lessons you will read will go over learning how to solve problems. You will also learn about why we have rules. You will then learn about how people use rules to work together.

**Unit Duration:** ~ 26-31 days

**Desired Results****Standards:**

- When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard.
- Certain character traits can help individuals become productive members of their community.
- 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.

**Indicators:**

- 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.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.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.

**Understandings:*****Students will understand that...***

- Identify students' responsibilities to one another in the school community.
- Identify the benefits of ways of cooperating in school.
- Explain what it means to play fairly and be a good sport.
- Identify the purpose and benefits of having rules at school.
- Compare rules at home with rules at school and laws in the community.
- Illustrate the consequences of following and breaking rules.
- Make decisions about the best way to be a good citizen.
- Describe characteristics of being a good

**Essential Questions:*****Lesson 1:***

*How do we get along in school?*

***Lesson 2:***

*Why is it important to learn from each other?*

***Lesson 3:***

*Why do schools have rules?*

***Lesson 4:***

*How are we good helpers at school?*

citizen.

### Assessment Evidence

**Performance Tasks:**

Vocabulary activities  
Interactive Journal assignments  
Activity participation  
Show What You Know  
Social Studies Stories Activity  
Lesson Games

**Other Evidence:**

Unit Assessment: Civics  
Lesson 1, 2, 3, & 4 Assessments

**Benchmark:**

Grade 1 Social Studies Benchmark includes all five units:  
Civics, Economics, Geography & History

### Learning Plan

Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

| Lesson Title Elements      | <i>Lesson 1: How Do We Get Along in School?</i>                  | Amendments/Advance Preparation  |
|----------------------------|--|---|
| <b>Preview Activity</b>    | Day 1: Preview Activity (Journal pgs. 7-9)                       | Prepare blank drawing paper and crayons/ pencils for the “Two on a Task” game. Students will work in pairs to play the game. Follow the game directions.<br>You may choose to print Journal pages 8 & 9 and have students draw with crayons.  |
| <b>Vocabulary Activity</b> | Day 2: Vocabulary Activity (Journal page 10)                     | Reference Vocabulary Toolkit for suggested activities. Journal page 10  |
| <b>Hands-On Activity</b>   | Day 3 & 4: Hands-On Activity— Getting Along (Journal pgs. 11-18) | Read Sections 1-4 (We Share, We Talk, We Listen, We Take Turns). Stop after each section to follow the directions on the notebook page.<br><b>Suggestion: Consider projecting the journal page and do a whole group/ turn and talk discussion to find sharing, talking, listening, and taking turns in the playground picture.</b><br><b>Suggestion: Play and sing along to “The Getting Along Song.” Consider moving this to the end of the unit as a wrap up.</b><br><br>Read sections 5-6 (We Play Fairly and We Are Good Sports). Using the pictures on the slides for Phase 3, discuss how to play fairly and how to be a good sport using whole group/ turn and talk. Have students share how they play fair and how they are good sports. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b> |
| <b>Hands-On Activity</b>   | Day 4: “Two Goats on a Bridge”                                   | Use the provided audiobook to play the story or use the handout to read the story to students.<br>Project the interactive journal   |

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|                           |  | <p>During reading discussion questions:</p> <ol style="list-style-type: none"> <li>1. What is happening in this story?</li> <li>2. What is the problem?</li> </ol> <p>Cooperation discussion questions:</p> <ol style="list-style-type: none"> <li>3. Did the goats cooperate?</li> <li>4. How could they cooperate in a way that is fair to both of them?</li> </ol> <p>After reading:<br/>As a class complete the Journal activity. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b></p> |
| <b>Show What You Know</b> | Day 5: Summary and Student Journal responses | After discussing summary (Journal pg.20) as a whole class, students complete Journal page 21 independently. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b>   |

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| <b>Lesson Title Elements</b> | <b><i>Lesson 2: Why Is It Important to Learn from Each Other?</i></b>                  | <b>Amendments/Advance Preparation</b>  |
| <b>Preview Activity</b>      | Day 1: Preview Activity  | <b>Suggestion: Use the Interactive Journal, pages 21-24 to do the student meet and greet activity. <u>This can be done prior to the lesson during another time (morning work, early finisher work, etc).</u> This can be printed out for each student to complete. Students will then interview each other. Complete a whole-group discussion about similarities and differences on the chart.</b>   |
| <b>Vocabulary Activity</b>   | Day 2: Vocabulary Activity (Journal page 25)   | Reference Vocabulary Toolkit for suggested activities. Journal page 25   |
| <b>Hands-On Activity</b>     | Day 3 & 4: Hands-On Activity—Talk It Out (Journal pgs. 26-32) and Reading sections 1-4 | <p>Prep: Cut out <i>Activity Card A: Listener</i> and <i>Activity Card B: Talker</i>. During the activity, pair up students, and provide each pair with a listener card and a talker card.</p> <p>Choose students to model talking and listening in front of the class. Model appropriate and inappropriate ways to do both roles. Partner up students to practice/ use turn and talk to practice. Continue using partner discussion/ turn and talks <u>instead of the Talkers/Listeners rows.</u></p> <p><b>Suggestion: Consider moving the reading of Sections 1-4 during Health or another read-aloud time.</b></p> |
| <b>Show What You Know</b>    | Day 5: Summary and Student Journal responses   | <p>Read Summary (Journal pg. 33). Interview a classmate:</p> <ul style="list-style-type: none"> <li>• What makes you special?</li> <li>• What are you good at?</li> <li>• What can I learn from you?</li> </ul>  |

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|  |   | <p>Draw a picture of classmate and write a summary about them.</p> <p><b>Suggestion: Complete Interactive Journal pgs. 33-34. Consider using the questions provided as turn and talk or small-group discussion questions instead of written response questions.</b></p> |
| <b>Social Studies Stories (Optional)</b> | Day 6: Reading Text: “Who Makes the Rules?” | Use the text to teach about why we have rules and laws and how laws are passed. This can be read during another read aloud time or during SEL.  |

| <b>Lesson Title Elements</b>  | <b><i>Lesson 3: Why Do Schools Have Rules?</i></b>  | <b>Amendments/Advance Preparation</b>   |
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| <b>Preview Activity</b>       | Day 1: Play Two Games   | <p>Students will play a game which can be played outside. You will need 2 kickballs and 2 cones. Follow the lesson guide, Activity Card. Discuss the pictures and questions on the slides using whole group/ turn and talk. Close with student text: <i>Why Do Schools Have Rules?</i></p> <p><b>Suggestion: Consider projecting the Interactive Journal or working in partners/ small groups instead of independently.</b></p>   |
| <b>Vocabulary Activity</b>    | Day 2: Vocabulary Activity (Journal page 38)  | Reference Vocabulary Toolkit for suggested activities. Journal page 38  |
| <b>Hands-On Activity</b>      | Days 3 & 4: Hands-On Activity—Looking For Rules (Journal pgs. 39-43) and Reading sections 1 & 2   | <p>Read section 1, View and Discuss videos:</p> <ul style="list-style-type: none"> <li>• What is happening in each video?</li> <li>• Where do you see rules being followed?</li> <li>• Where do you see rules not being followed?</li> <li>• How do rules help us get along?</li> </ul> <p>Read section 2, View and Discuss Photos</p> <ul style="list-style-type: none"> <li>• Where do you see rules that keep us safe? Point to evidence in the photos.</li> <li>• Where do you see students breaking rules or not being safe?</li> <li>• How do rules keep us safe?</li> </ul> <p><b>Print What’s Missing Journal page.</b></p> |
| <b>Hands-On Activity</b>      | Day 5: Hands-On Activity—Rules For Fairness (Journal pgs. 44-46) and Reading sections 3 & 4   | <p>Discuss how rules help us be fair and complete puzzle.</p> <p><b>Suggestion: Consider projecting the Interactive Journal</b></p>   |
| <b>Social Studies Stories</b> | <p>Day 6: Reading Text: “U.S. Symbols &amp; Traditions”</p> <p>Supplemental Books:<br/>           “Pledge of the Allegiance” -Chang, Kristen<br/>           “The American Symbols: What You Need to Know” - Ferguson, Melissa</p> | <p>Use the text to teach rules about the flag and the Pledge of Allegiance. This can be read during Health or another read aloud time. This text fits in well with the year-long unit, <i>Being a Good Citizen Throughout the Year.</i></p> <p><b>Print Matching Symbols Journal page, illustration of American Holiday can be done on blank paper.</b></p>   |

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|                              | "Patriotic Holidays: Honoring America" Kupperstein, Joel   |   |
| <b>Explore</b>               | Day 7: "The Flag of the United States"<br><br>Supplemental Book:<br>"Long May She Wave: The True Story of Caroline Pickersgill and her Star-Spangled Creation" Fulton, Kristen<br><b>See Unit 6: Celebrating Citizenship (June Flag Day)</b> | Project and discuss Journal pages<br><br><b>*Complete June Flag Day activities in Unit 6</b>  |
| <b>Show What You Know</b>    | Day 8: Summary and Student Journal responses   | Read Summary (Journal pg. 47). After discussing summary as a whole class, consider having students turn and talk, then independently complete Journal page 48. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b> |
| <b>Literature (Optional)</b> | Day 9: "Rules All Around"  | Project and Discuss Journal pages   |
| <b>Literature (Optional)</b> | Day 10: "Problems at the Lunch Table"  | Project and Discuss Journal pages   |

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| <b>Lesson Title Elements</b>  | <b>Lesson 4: How Are We Good Helpers at School?</b>                         | <b>Amendments/Advance Preparation</b>   |
| <b>Preview Activity</b>       | Day 1: Preview Activity   | Project and Discuss Journal pages 49-51   |
| <b>Vocabulary Activity</b>    | Day 1 Cont: Vocabulary Activity (Journal page 52)                           | Reference Vocabulary Toolkit for suggested activities. Journal page 52  |
| <b>Hands-On Activity</b>      | Days 2 & 3: Hands-On Activity-Puzzling Photographs (Journal pgs. 53-57)     | Read sections of text, solve corresponding puzzle, answer questions and discuss <ul style="list-style-type: none"> <li>• We Take Care of Our Things</li> <li>• We Do Our Best</li> <li>• We Respect Others</li> </ul>                             |
| <b>Hands-On Activity</b>      | Days 4 & 5: Hands-On Activity-Follow-The-Leader Skills (Journal pgs. 58-60) | Read sections 4 & 5. Using Activity Card, students create a skit to demonstrate leading by example  |
| <b>Show What You Know</b>     | Day 6: Summary and Student Journal responses                                | Read Summary (Journal pg. 61). After discussing summary as a whole class, consider having students turn and talk, then independently complete Journal page 62. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b> |
| <b>Additional Resources</b>   |   | <a href="https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/">https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/</a>   |
| <b>Social Studies Stories</b> | Day 7: Reading Text: "Working Together in Government"                       | Use the text to teach about government leaders and their roles. This can be read during another read aloud time.  |

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| (Optional)                |                                 |   |
| Primary Source (Optional) | Day 8: A Speech by Clara Barton | Read sections of text and discuss the contributions of Clara Barton. This may be taught during another read aloud time in March-Women's History Month |
| Assessment                | Unit 1 Civics Assessment        | Combine assessment questions from lessons 1-4 into one assessment for entire unit   |

**Diversity, Equity & Inclusion Educational Resources:**  
<https://www.nj.gov/education/standards/dei/index.shtml>

### Unit Modifications for Special Population Students

#### Advanced Learners

**Lesson 1:** If there are students who are highly interested, help them find a project to improve the school community while they practice their cooperation skills: sharing, talking, listening, and taking turns. For example, they might cooperate in daily raising and lowering the school flags, sorting recyclable trash, or collecting aluminum cans. Or they could work on a project that improves the community as a whole: collecting food for a food bank or collecting blankets, clothing, and toiletries for a homeless shelter. Have the students share their ideas for a project with the class, listen to one another, talk with partners, and finally vote on a project. Create a chart that shows how the students will take turns working on the project.

**Lesson 2:** Your class might enjoy acting out the fable of *The Ant's Lesson* as a short play or as Reader's Theater. Assign different speaking roles, and for a play, encourage students to create their own simple props and costumes. Consider adding a narrator whose role is to comment on aspects of the play that relate directly to concepts discussed in this lesson (*alike, differences, learn, making choices*).

**Lesson 3:** Start a student council for your classroom and allow the class to vote for leaders. Officers might include a President, Vice President, Director of Supplies, and Recess Coordinator. Arrange a time for this council to meet to discuss and set three classroom rules. Provide banner or poster paper and help the council members create a large display for each rule, with words and pictures. When the council presents the rules to the class, have the rest of the students role-play what each rule looks like. Encourage students to tell one another each time they see someone following one of these rules.

**Lesson 4:** For additional decision-making practice that requires students to suggest their own solutions, form small groups and present this situation: *A team of four children is sitting at the art table. The teacher has asked them to work together to create a poster about Clara Barton. One person on the team is daydreaming and drawing a picture of dragons. What's the best thing to do?* Tell each group to think of three possible ways to respond. Call on groups to perform act-it-outs demonstrating different responses. Student volunteers can then lead the class in the discussion of which responses are appropriate, which are not appropriate, and why they aren't appropriate.

You may also wish to extend the Processing activity for use with class read alouds. Have students make and present Helping Hand Awards for a helpful character in a book—either a real person such as Clara Barton or a fictional person such as the woodcutter in *Little Red Riding Hood*. Discuss with students the clues in a story that tell us whether someone is a real person or



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|   | <p>a make-believe character. Have them add the label <i>Real</i> or <i>Make-believe</i> to their book-character Helping Hand Awards.</p>   |
| <p><b>Struggling Learners</b></p>       | <p><b>Lesson 1:</b> When students are asked to read multiple sections and complete the related Interactive Student Journal sections at once, break up the reading and work. Have students read and complete one section at a time. Check their answers between each section. Explicitly model how to complete notes as a class and provide sentence starters or frames as necessary.</p> <p><b>Lesson 2:</b> Have volunteers read each section aloud while the rest of the class follows along. Complete the Reading Notes as a class and make sure that students understand the main ideas of the section before moving on.</p> <p><b>Lesson 3:</b> Conduct a read-aloud for all of the text sections. Have pairs use the online text-to-speech feature to have the journal prompts read aloud to them. Then they can complete their notes for only one or two sections. Use the Answer Key to debrief all the answers as a class and to answer questions.</p> <p><b>Lesson 4:</b> Have volunteers read each section aloud while the rest of the class follows along. Complete the Reading Notes as a class and make sure that students understand the main ideas of the section before moving on.</p>  |
| <p><b>English Language Learners</b></p> | <p><b>Lesson 1:</b> Create a station with “The Getting Along Song” in a listening center, along with a copy of the lyrics. In the lyrics, highlight the new terms <i>share</i>, <i>talk</i>, <i>listen</i>, and <i>take turns</i>. This will help students become more familiar with the language and the concept of getting along. Create simple posters for each of the terms to post around the room and refer to throughout the activities in this lesson.</p> <p><b>Lesson 2:</b> Give English Learners a way to understand and remember the vocabulary words <i>alike</i> and <i>different</i> that are used throughout this lesson. Before beginning the lesson, help students create a two-column chart on construction paper. Label one column same/alike and the other different. Distribute stickers for students to place on the chart in pairs. Guide them to place a pair of identical stickers in the same/alike column, side by side, and a pair of unlike stickers in the different column, again side by side. Alternatively, have the students draw (or color, cut, and paste) a pair of suitable pictures for each column. Students can refer back to this simple chart throughout the lesson when they need help remembering the meanings of these words.</p> <p><b>Lesson 3:</b> While doing the Preview activity, be aware that children from other countries may not be familiar with the different regions of a school that are pictured (lunchroom, art table, play center). Ask them to name any items in the pictures that they do recognize in order to help them build on what they know. As you work to help students develop vocabulary throughout the lesson, use role-playing to enhance comprehension of the four new ideas: <i>get along</i>, <i>be safe</i>, <i>be fair</i>, and <i>learn</i>. For each idea, choose volunteers to act out two simple scenes: one representing the term and one representing its opposite. For example, for <i>get along</i>, have two students act out happily sharing a classroom item, such as crayons and then act out selfishly not sharing the same item. Discuss facial expressions, body language, and the words that people use as they practice getting along, being safe, being fair, and learning. This will give students a visual and kinesthetic memory of the meaning of each new term.</p> |

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|                                      | <p><b>Lesson 4:</b> Facilitate group work to ensure that all students, especially English Learners, are engaging in dialogue and have a chance to be included.</p>   |
| <p><b>Special Needs Learners</b></p> | <p><b>Lesson 1:</b> During Hands-On Activity: Getting Along, many students will excel with this bodily kinesthetic method of learning how to get along. Directly connect the actions students take in the skits to words and phrases in the text. Also allow for alternate methods of acting it out to allow for students with physical limitations.</p> <p><b>Lesson 2:</b> In the Preview, review the categories in the Activity Notes before students begin to collect their classmates' autographs. Ensure that they can identify the categories from the pictures. Also, consider asking students to focus on collecting autographs for only the first page of categories.</p> <p><b>Lesson 3:</b> As you work to develop vocabulary throughout the lesson, use role-playing to enhance comprehension of the four new ideas: <i>get along</i>, <i>be safe</i>, <i>be fair</i>, and <i>learn</i>. For each idea, choose volunteers to act out two simple scenes, representing the term and its opposite. For example, for <i>get along</i>, the teacher might have two students act out happily sharing a classroom item, such as crayons, and then act out selfishly not sharing the same item. Discuss facial expressions, body language, and the words that people use as they practice getting along, being safe, being fair, and learning. This will give the children a visual and kinesthetic memory of the meaning of each new term.</p> <p>In the Preview Activity, modify the second game to accommodate children with physical disabilities. For example, consider playing the game indoors, and establish a rule that players remain seated as they quickly pass the ball from hand to hand, without throwing it.</p> <p><b>Lesson 4:</b> For the topics discussed on each page in the Student Text, ask students to do a mini act-it-out or role-play for the rest of the class. For example:</p> <ul style="list-style-type: none"> <li>• Section 1: We Take Care of Our Things: Leave out a ball from recess and ask students to model putting it away.</li> <li>• Section 2: We Do Our Best: Ask students to demonstrate how to line up quickly and quietly for recess.</li> <li>• Section 3: We Respect Others: Have students model an appropriate way to say "please" and "thank you."</li> </ul> <p>These demonstrations will reinforce concepts for participating students, as they see and hear ideas in the text and then physically model them. Those observing the act-it-outs also benefit from seeing the concepts modeled by their peers.</p> |
| <p>504</p>                           | <p><b>Parent and Educator Resource Guide to Section 504</b><br/> <a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a></p>   |

## Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### Indicators:

- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## Reading

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### Indicators:

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text

## Writing

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Indicators:

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## Teaching Tolerance Social Justice Indicators:

- DI.K-2.9: I know everyone has feelings, and I want to get along with people who are similar to and different from me.
- JU.K-2.12: I know when people are treated unfairly.
- AC.K-2.16: I care about those who are treated unfairly.

## Integration of 21<sup>st</sup> Century Skills

**Core Idea:** Brainstorming can create new, innovative ideas.

**Performance Expectation:** 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).

**Unit Title: *Unit 2: Economics*****Unit Description:**

In this unit, students will learn about how they can make smart purchases.

**Unit Duration:** ~11-13 days

**Desired Results****Standards:**

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

**Indicators:**

- 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. Limited resources influence choices.
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 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).

**Understandings:**

*Students will understand that...*

- Distinguish between needs as things we must have to live and wants as things it would be nice to have.
- Identify food, clothing, and shelter as needs each family has.
- Understand that people use money to buy goods and services in markets.
- Explore the choices people make when buying needs and wants.
- Describe jobs that people do to earn money to meet their needs and wants.
- Identify items a family might need and want while away from home.

**Essential Questions:*****Lesson 7:***

*What do families need and want?*

**Assessment Evidence**

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| <b>Performance Tasks:</b><br>Vocabulary activities<br>Interactive Journal assignments<br>Activity participation<br>Show What You Know<br>Lesson Games | <b>Other Evidence:</b><br>Lesson 7 Assessment |
|---|---|

**Benchmark:**  
Grade 1 Social Studies Benchmark includes all five units:  
Civics, Economics, Geography & History

### Learning Plan

Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

| <b>Lesson Title Elements</b> | <b><i>Lesson 7: What Do Families Need and Want?</i></b>           | <b>Amendments/Advance Preparation</b>  |
|------------------------------|---|--|
| <b>Preview Activity</b>      | Day 1: Preview Activity (Journal pgs. 97-99)                      | Students choose symbols that represent food, clothing, shelter, services and fun that will be used in the Marketplace Game. Project and complete matching activity as a whole class. <b>Print Interactive Journal or have students draw on blank paper.</b>  |
| <b>Vocabulary Activity</b>   | Day 2: Vocabulary Activity (Journal page 100)                     | Reference Vocabulary Toolkit for suggested activities. Project and complete Journal page 100 as a whole class.   |
| <b>Extension</b>             | Day 3: Discussing Needs and Wants                                 | Read sections 1-4 then complete the sorting activity as a whole class. OR share slides with students and they work with partners to complete sorting activity. Discuss how they decided on what they needed and wanted.  |
| <b>Hands-On Activity</b>     | Days 4, 5 & 6: Hands-On Activity—<br>Playing the Marketplace Game | 15 chips for counting per student/pair- IF providing copies of journal pages & not using interactive Journal.<br>Students use their money to purchase five items in the marketplace that reflect key needs and wants. Slides 8-15<br>Read sections 5-10. Model how to play the game before students playing . Students drag and drop chips through Interactive Journal pgs. 101-115<br>Students play game with partner.<br>Reflect and discussion whole class. |
| <b>Show What You Know</b>    | Day 7: Summary and Student Journal responses                      | After discussing summary (Journal pg.116) as a whole class, students complete Journal page 21 independently. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b>  |
| <b>Literature</b>            | Day 8: People at Work   | Use the text to teach about goods and services. This can be read during another read aloud time. As a whole class or in small groups discuss five  |

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|  |   | reflection questions.   |
| <b>Literature</b>                        | Day 9 & 10: Saving Up and Choosing One Present  | <p>Read the short stories “Saving Up” and “Choosing One Present” and discuss the choices consumers make about spending and saving their money. There are after-reading questions in the Interactive Student Journal that can be used for whole or small-group discussion.</p> <p><b>Suggestion:</b> Choose one story to read during Health/ read-aloud time if time does not allow to read both stories.</p>                                    |
| <b>Additional Resources</b>              |   | <p>The follow BrainPOP Jr. link contains videos on Goods and Services, Needs and Wants, and Saving and Spending:</p> <p><a href="https://jr.brainpop.com/socialstudies/economics/">https://jr.brainpop.com/socialstudies/economics/</a></p> <p>Additional Text:<br/>Families in Many Cultures, Adamson, Heather<br/>We All Come From Different Cultures, Higgins, Melissa</p>   |
| <b>Social Studies Stories (Optional)</b> | Day 11 & 12: Reading Text: “From Farm to Table” | <p>As a whole class, read “From Farm to Table” then list the steps from the field to your bowl, referring back to “From Farm to Table” text.</p> <p><b>Suggestion: Instead of having students complete Interactive Journal, consider making a whole-group narrative using shared writing to save time. Alternatively, students could work in partners or independently using blank story paper to make narrative writing more familiar.</b></p> |
| <b>Assessment</b>                        | Lesson 7: What Do Families Need and Want?       |   |

### Unit Modifications for Special Population Students

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| <b>Advanced Learners</b>   | <p>Enlist student help in setting up a simulated grocery store. Distribute index cards and have mixed-ability pairs use these to draw and label individual grocery items for sale. You might provide grocery flyers as a source of ideas. Assign a simple price to each item. Ask for volunteers to perform the service jobs in the store—stock clerks, store manager, cashiers, baggers. Put the managers and stock clerks in charge of arranging the grocery items in general categories on a table or other surface. Give each remaining pair a fixed amount of play dollars to “buy groceries” for their family. When they have spent their money, have them write a short “shopping report” listing what they bought and labeling each item a need or a want. Have students take turns working in the store so that service workers also have a chance to shop.</p> |
| <b>Struggling Learners</b> | <p>Where students are asked to read multiple sections, break up the reading. Have students use the “Main Ideas” function in the online text and read one section at a time. Ask students about the main idea of each section before</p>  |

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|                                  | moving on to the next one.  |
| <b>English Language Learners</b> | Give students sentence frames to when discussing needs and wants to help English learners to participate in discussions of the Hands-On Activity: Playing the Marketplace Game and Extension: Discussing Needs and Wants. |
| <b>Special Needs Learners</b>    | During Hands-On Activity: Playing the Marketplace Game, provide additional support as needed to students who need assistance managing their playing chips and doing the required subtraction.                             |
| <b>Learners with a 504</b>       | <b>Parent and Educator Resource Guide to Section 504</b><br><a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a>                               |

## Interdisciplinary Connections

### Indicators:

#### Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### Indicators:

- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

#### Reading

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### Indicators:

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text

#### Writing

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Indicators:

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

## Integration of 21<sup>st</sup> Century Skills

**Core Idea:** There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money

**Performance Expectation:**

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

**Core Idea:** External factors can influence the items that an individual wants or needs.

**Performance Expectation:**

- 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).



**Unit Title: *Unit 3: Geography*****Unit Description:**

Throughout this unit, you will use tools to find out where places are and examine where people live and why.

**Unit Duration:** 18-19 Days

**Desired Results****Standards:**

- 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.
- Physical and human characteristics affect where people live.
- Geographic data can be used to identify cultural and environmental characteristics of places.
- Environmental characteristics influence the how and where people live.
- Global interconnections occur between human and physical systems across different regions of the world.

**Indicators:**

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 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.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).

**Understandings:*****Students will understand that...***

- Create a three-dimensional setting that corresponds to a two-dimensional map.
- Read a classroom map.
- Use a compass rose to determine direction.
- Identify maps that show local areas, the United States, and the world.
- Use symbols to create a classroom map.

**Essential Questions:*****Lesson 10:***

*What is a map?*

***Lesson 12:***

*Where Do Families Live?*

**Assessment Evidence****Performance Tasks:**

Vocabulary activities  
Interactive Journal assignments  
Activity participation  
Show What You Know  
Social Studies Stories Activity  
Lesson Games

**Other Evidence:**

Unit Assessment: Geography  
Lesson 10 & 12 Assessments

**Benchmark:**

Grade 1 Social Studies Benchmark includes all five units:  
Civics, Economics, Geography & History

### Learning Plan

Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

| Lesson Title Elements         | <i>Lesson 10: What Is a Map?</i>                                    | Amendments/Advance Preparation  |
|-------------------------------|---|---|
| <b>Preview Activity</b>       | Day 1: Preview Activity: Exploring Maps                             | Project and Discuss Journal pages 145-147<br>Students will read a classroom map and learn how to use a map key and compass rose.  |
| <b>Vocabulary Activity</b>    | Day 2: Vocabulary Activity (Journal page 148)                       | Reference Vocabulary Toolkit for suggested activities. Journal page 148 Teacher projects and supports students as they use Interactive Journal. Need chips IF providing copy of Journal pages.  |
| <b>Hands-On Activity</b>      | Days 3 & 4: Hands-On Activity— Learning to Read a Map               | Students use a map key and compass rose to read a map. Interactive Journal pgs. 149-159.  |
| <b>Hands-On Activity</b>      | Day 5: Hands-On Activity—Using a Compass Rose to Solve a Map Puzzle | Copy Journal Activity Cutout page and cut map pieces IF not using Interactive Journal. Students drag and drop puzzle pieces onto their map with teacher direction on following the eight step process.  |
| <b>Show What You Know</b>     | Day 6: Summary and Student Journal responses                        | Read Summary (Journal pg. 160).<br>After discussing summary as a whole class, students independently complete Journal page 160 using their map skills to finish drawing a map.<br><b>Print a copy of the Journal page.</b>  |
| <b>Social Studies Stories</b> | Days 7 & 8: Reading Text: “The Right Kind of Map”                   | <b>*Time Note: The story is 5 “pages” long. Break it up over two days as works best for your timing.</b><br><b>*Materials Note: A globe would be a fantastic tool</b><br>Discuss and answer the questions.<br><b>Consider using the questions as turn and talk/ small-group discussion questions.</b>   |
| <b>Additional Resources</b>   |   | <b>Links to Maps of New Jersey/ New Jersey Resources</b> <ul style="list-style-type: none"> <li>• <a href="#">Printable Maps of NJ</a></li> <li>• <a href="#">NJ Library for Kids</a></li> <li>• <a href="#">National Geographic for Kids: NJ</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/geography/readingmaps/">https://jr.brainpop.com/socialstudies/geography/readingmaps/</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/">https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/geography/continentsandoceans/">https://jr.brainpop.com/socialstudies/geography/continentsandoceans/</a></li> </ul> |
| <b>Explore (Optional)</b>     | Day 9: “Map of Places I Live” and “Where on Earth Are We?”          | If you would like additional text for read aloud time/ Health, enrichment activities, or you would  |

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|                               |  | <p>like to do more work with maps with your students, please use the <b>Explore</b> texts in the Student Text. There are two available. Both have Interactive Journal questions integrated with the text. The following are available:</p> <ul style="list-style-type: none"> <li>• “Map of Places I Live.” Students can create a map of their town to go along with the text</li> <li>• “Where on Earth Are We?” discusses hemispheres of the Earth.</li> </ul>   |
| <b>Lesson Title Elements</b>  | <b>Lesson 12: Where Do Families Live?</b>  | <b>Amendments/Advance Preparation</b>  |
| <b>Preview Activity</b>       | Day 1: Exploring Our Community   | <p>Project the text OR walk outside as you discuss students’ community exploring:</p> <ul style="list-style-type: none"> <li>• Land and Water</li> <li>• Weather</li> <li>• Transportation</li> <li>• Fun Activities</li> </ul> <p>Students may use blank paper (divided into 4 quadrants) to record their notes from their exploration.</p>   |
| <b>Vocabulary Activity</b>    | Day 2: Vocabulary Activity (Journal page 176)  | Reference Vocabulary Toolkit for suggested activities. Journal page 176  |
| <b>Hands-On Activity</b>      | Days 3, 4 & 5: Hands-On Activity— Discovering How Geography Affects Our Lives (Journal pgs. 177-185) and reading sections 1-6 & watch videos | <p>As a whole class, read each section &amp; view and discuss videos (slides)</p> <p><b>Consider printing the Journal pages for each location for students to record notes or teacher recording on one master page and sharing with students once completed.</b></p> <p>National Park Service: Yellowstone, Lincoln Memorial</p> <p><b>Supplemental Text:</b><br/> “Famous American Landmarks” Shava, Ryder<br/> Read and discuss what landmark is their favorite.</p> <p>Yellowstone Virtual Field Trip:<br/> <a href="https://app.seesaw.me/pages/shared_activity?share_token=BigzNxS5ROWUONdyKXrjQw&amp;prompt_id=prompt.b3415160-c1e8-4ecf-a0e1-5ce50bd963fe">https://app.seesaw.me/pages/shared_activity?share_token=BigzNxS5ROWUONdyKXrjQw&amp;prompt_id=prompt.b3415160-c1e8-4ecf-a0e1-5ce50bd963fe</a></p> |
| <b>Show What You Know</b>     | Day 6: Summary and Student Journal responses   | <p>Read Summary (Journal pg.186).</p> <p>After discussing summary as a whole class, consider having students turn and talk, then independently responding on blank paper with their activity suggestions. <b>Use Interactive Journal to project town for all to view.</b></p>  |
| <b>Social Studies Stories</b> | Day 7, 8 & 9: Reading Text: “Families Live in Different Places”  | <p>As a class, read about the different pen pals. Locate on a map where the children live. Research our community. Research Resource Links</p>   |

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|                                  |   | <ul style="list-style-type: none"> <li>• <a href="#">All About Washington Township</a></li> <li>• <a href="#">All About Gloucester County</a></li> <li>• <a href="#">Gloucester County Travel Guide</a></li> <li>• <a href="#">Regions of NJ</a></li> <li>• <a href="#">Things to Do in South NJ</a></li> </ul> <p>Students may create a book (referencing their notes from the Preview Activity) that communicates:</p> <ul style="list-style-type: none"> <li>• All about their community (Land, Water, Weather, Transportation, &amp; Fun Activities)</li> <li>• Why their community is a great place to live.</li> </ul> <p>Teacher may also arrange for students to write to pen pals living in different geographic locations</p> |
| <b>Additional Unit Resources</b> |   | <a href="https://jr.brainpop.com/socialstudies/communities/">https://jr.brainpop.com/socialstudies/communities/</a>   |
| <b>Assessment</b>                | Lesson 10: What is a Map? & 12: Where Do Families Live? | Combine questions from both lesson 10 & 12 assessments into one Geography assessment  |

### Unit Modifications for Special Population Students

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| <b>Advanced Learners</b>         | <p><b>Lesson 10:</b> Have students work together to create simple maps of their own classroom. Ask them to make up five directions for others to follow as they look at these classroom maps. Later, students can apply what they know about maps by creating a map of their ideal classroom.</p> <p><b>Lesson 12:</b> On the board or wall, create a large poster divided into four squares. Label each square with one of the geographic topics students will be learning about: landforms, weather, transportation, and activities. Before the lesson, have students guess what these things mean and how they might apply to their local geography. Throughout the lesson, have students add words and images to the board to illustrate how geography impacts their area. Encourage families to help their students find or take photos of your area that can be added to the board.</p> |
| <b>Struggling Learners</b>       | <p><b>Lesson 10:</b> Have volunteers read each section aloud while the rest of the class follows along. Make sure that students understand the main ideas of the section before moving on.</p> <p><b>Lesson 12:</b> Have a student volunteer read aloud while the rest of the class follows along. Discuss the reading as a class, highlighting key words or phrases that will help students follow the text.</p>   |
| <b>English Language Learners</b> | <p><b>Lesson 10:</b> Have students make picture dictionaries for the vocabulary and other map-related words from this lesson. They might include these terms: map, symbol, map key, direction, compass rose, door, table, desk, cabinet, basket, circle, round, rectangle. Each page in the dictionary should include a simple picture and the related word. Students can color or draw their own pictures and copy (or trace) the terms from the Student Journal. Bind each picture dictionary with staples or rings for the student's reference throughout the lesson.</p>  |

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|                               | <b>Lesson 12:</b> Before Hands-On Activity: Discovering How Geography Affects Our Lives, provide English learners sentence frames for topics such as the weather, geography, and various activities. This will help students practice vocabulary and ensure that they can participate in class discussion during the activity.   |
| <b>Special Needs Learners</b> | <p><b>Lesson 10:</b> As students complete the Preview Activity by coloring items in the map in their Student Journals, have them also identify the location of those items in their own classroom. This will allow students to engage with the content through multiple modalities (visual and kinesthetic). Have students complete the activity in groups to allow students the opportunity to work with learners of different abilities.</p> <p><b>Lesson 12:</b> For the Show What You Know activity, have students draw pictures of the three family activities they listed. Assist students with the writing portion as needed.</p> |
| <b>Learners with a 504</b>    | <p><b>Parent and Educator Resource Guide to Section 504</b><br/> <a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a></p>   |

## Interdisciplinary Connections

### Indicators:

#### Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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#### Indicators:

- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.

#### Reading

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### Indicators:

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text

#### Writing

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Indicators:

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening  
Language**

- NJSLA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Integration of 21<sup>st</sup> Century Skills

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| <p><b>Core Idea:</b> Digital tools and media resources provide access to vast stores of information that can be searched.</p>  | <p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</li> </ul>  |
| <p><b>Core Idea:</b> A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.</p> | <p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</li> </ul> |

**Unit Title: *Unit 4: History***

**Unit Description:**

Throughout this unit, you will learn how classrooms today are different from classrooms in the past.

**Unit Duration:** ~ 11-14 days

**Desired Results**

**Standards:**

- Historical timelines put events in chronological order to help people understand the past.
- Understanding the past helps to make sense of the present.
- Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

**Indicators:**

- 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 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.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).

**Understandings:**

*Students will understand that...*

- Predict uses of pictured historical artifacts.
- Compare and contrast past and present community life, with an emphasis on schooling, children's lives, and transportation.
- Sequence a series of life events along a simple timeline.

**Essential Questions:**

***Lesson 14:***

*What was school like long ago?*

**Assessment Evidence**

**Performance Tasks:**

Vocabulary activities  
Interactive Journal assignments  
Activity participation  
Show What You Know  
Social Studies Stories Activity  
Lesson Games

**Other Evidence:**

Unit Assessment: History  
Lesson 14 Assessment

**Benchmark:**

Grade 1 Social Studies Benchmark includes all five units:  
Civics, Economics, Geography & History



## Learning Plan

Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.

| Lesson Title Elements         | <i>Lesson 14: What Was School Like Long Ago?</i>  | Amendments/Advance Preparation  |
|-------------------------------|---|---|
| <b>Preview Activity</b>       | Day 1: Analyze a one-room schoolhouse from the 1800s  | Discuss how school long ago was both different and similar to school today. Project the Interactive Journal pages 205-207.  |
| <b>Vocabulary Activity</b>    | Day 2: Vocabulary Activity (Journal page 208)   | Reference Vocabulary Toolkit for suggested activities. Journal page 208   |
| <b>Hands-On Activity</b>      | Days 3 & 4: Hands-On Activity—<br>Discovering What School Was Like Long Ago   | Analyze photographs to discover what school was like long ago. Read sections 1-4. <b>Group students in small groups or whole group for discussions. Use Interactive Journal features.</b>   |
| <b>Hands-On Activity</b>      | Days 5 & 6: Hands-On Activity—<br>Categorizing Images of School Long Ago (Journal pgs. 214-215)                     | Set up eight learning stations with Activity Cards A-H. Students analyze Images at each station and complete given activity using the Activity Card to discover what school was like long ago. Use Interactive Journal features, as students present what they learned to the class.  |
| <b>Show What You Know</b>     | Day 7: Summary and Student Journal responses  | After discussing summary as a whole class, consider having students turn and talk, then with a partner complete a graphic organizer comparing schools long ago and today. Students may write an informational passage using their notes.  |
| <b>Social Studies Stories</b> | Day 8 & 9: “From Buggies to Blastoff!”  | Students learn what a time line is and develop their own personal timeline. Read “From Buggies to Blastoff!” from the Reading Text. <b>This may be done at other times during the day if needed. Students create a timeline of their own lives. Prior to this lesson activity, have students for homework, discuss with their family and gather dates of important events in their life.</b>  |
| <b>Literature (Optional)</b>  | Day 10: “The 100 <sup>th</sup> Day”<br>Day 11: Primary Source: “Communities in the Past”<br>Day 12: “An Old Church” | “The 100 <sup>th</sup> Day:” Consider using this text on the 100 <sup>th</sup> Day of School during Math (it discusses numbers and the calendar) or during Health or read aloud time. Students can make a class timeline of events that took place over the course of the school-year.<br><br>“Communities in the Past:” Consider using this text during Health or read aloud time at the end of the unit to connect with and segue into the literature, “An Old Church” and studying the history of our community.<br><br>“An Old Church:” Use this text and discussion questions as a springboard for reflecting on how |



|                   |   |  |
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|                   |   | <p>our community has changed over time.<br/>Research our community.<br/><u>Research Resource Links</u></p> <ul style="list-style-type: none"> <li>• <a href="#">All About Washington Township</a></li> <li>• <a href="#">All About Gloucester County</a></li> <li>• “How Did Our Community Start” article</li> </ul> |
| <b>Assessment</b> | Lesson 14: Wat Was School Like Long Ago?          |  |
| <b>Assessment</b> | Benchmark: Civics, Economics, Geography & History |  |

### Unit Modifications for Special Population Students

|                                  |   |
|----------------------------------|---|
| <b>Advanced Learners</b>         | After reading Social Studies Stories: From Buggies to Blastoff! use Mister Bob's story as a model of the way people who have lived a long time can teach us something about history. As a class, brainstorm interview questions that students could ask older members of their own communities to obtain information about the past. Help each student write two or three questions on a particular topic, such as cooking and meals, jobs, what children did for fun, houses, telephones, mail, stores and shopping, or any topic of their choice. Then have students conduct their interviews outside of school and write and illustrate a short report on what they learned. If some students have no one to interview, they could work with an adult to find information on their topic in the library or online. |
| <b>Struggling Learners</b>       | Modify Hands-On Activity: Categorizing Images of School Long Ago for struggling writers by having them write a number instead of a word to label each activity card. As a class, assign each category a unique number. Then have students write the number of the category it is associated with.   |
| <b>English Language Learners</b> | Help students make flashcards for the vocabulary words and other unfamiliar words used in throughout this lesson (such as lantern, chalkboard, wood burning stove, thermostat). Encourage students to refer to their flashcards as needed during the lesson, enabling them to fully participate in all activities.  |
| <b>Special Needs Learners</b>    | For the Show What You Know activity, help students generate ideas by identifying the categories of school life that were discussed during the lesson: heating, lighting, student seating, tools for reading, tools for writing. Model a comparison of the past and present in terms of these categories, listing them in a three-column chart. For example: <i>We talked about how schools were heated in the past (a coal-burning stove) and how our school is heated today (oil furnace in the basement). How might a school of the future be heated?</i>   |
| <b>Learners with a 504</b>       | <b>Parent and Educator Resource Guide to Section 504</b><br><a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a>   |

### Interdisciplinary Connections

**Indicators:****Speaking and Listening**

- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Indicators:**

- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Reading**

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Indicators:**

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text

**Unit Title: *Unit 5: Celebrating Citizenship (Throughout the Year)***

**Unit Description:**

You will learn about different patriotic events that happen throughout the year, as well as recognize individuals that have made significant contributions to society.

**Unit Duration:** 1-2 days per month (~12 days) *PLUS* \*December TCI Lesson 13 (6 days), Weekly lessons in February and March honoring Black and Women in History

**Desired Results**

**Standards:**

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

**Indicators:**

- 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.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.

**Understandings:**

*Students will understand that...*

- Describe a good citizen.
- Identify American holidays and symbols.
- Explain the importance of diversity in America.

**Essential Questions:**

*How can you be a good citizen all year long?*

**Learning Plan**

| Lesson Title Elements     | <i>Celebrating Citizenship</i> | Amendments/Advance Preparation   |
|---------------------------|--------------------------------|--|
| Additional Unit Resources |                                | <a href="https://jr.brainpop.com/socialstudies/holidays/">https://jr.brainpop.com/socialstudies/holidays/</a><br><a href="https://jr.brainpop.com/socialstudies/americanhistory/">https://jr.brainpop.com/socialstudies/americanhistory/</a><br><a href="https://jr.brainpop.com/socialstudies/government/president/">https://jr.brainpop.com/socialstudies/government/president/</a><br><a href="https://jr.brainpop.com/socialstudies/citizenship/ussymbols/">https://jr.brainpop.com/socialstudies/citizenship/ussymbols/</a> |
|                           |                                | This unit is meant to be taught alongside Units 1-4. Each month, during one Social Studies lesson teach a different topic.<br>Monthly lesson topics and additional resources and activities:<br><br><b>January:</b> Martin Luther King, Jr.<br>(See Appendix for lessons and resources)  |

**Additional Supplemental Text:**

“Martin Luther King, Jr.” Haldy, Emma E.

“A Picture Book of Martin Luther King, Jr.” Adler, David A.

“That is My Dream!” Langston Hughes & Daniel Miyares-Read and discuss what the boy wanted and if his dream eventually became true.

**February:** Black History Month: Harriet Tubman, Jackie Robinson; President’s Day: George Washington, Abraham Lincoln  
(See Appendix for lessons and resources)

**Additional Supplemental Text:**

“Celebrating President’s Day: What Is a President?” Jordano, Kimberly-Activity:

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=C1BT4b6\\_Qg6M2R06qSXA6Q&prompt\\_id=prompt.0a61ba32-c3a7-432d-a0d5-988438d35cda](https://app.seesaw.me/pages/shared_activity?share_token=C1BT4b6_Qg6M2R06qSXA6Q&prompt_id=prompt.0a61ba32-c3a7-432d-a0d5-988438d35cda)

students will match the pictures to the correct facts.

**March:** Women’s History Month: Sacajawea, Susan B. Anthony, Helen Keller  
(See Appendix for lessons and resources)

**Additional Supplemental Text:**

“Sacagawea” Haldy, Emma E.- Read and Discuss how she contributed to helping Lewis and Clark Explore the land.

“Picture Book of Helen Keller” Adler, David A.

“Ada Twist, Scientist” Beaty, Andrea

**April:** Cherry Blossom Festival in Washington, D.C. and the Capitol Building

**Additional Supplemental Text:**

“What’s In Washington, D.C.?” Falk, Laine- Read and have students chose where they would want to go in Washington D.C and make a poster to try to get others to go that place. Poster should include: a picture of the place, facts about it, and why people should see it. Write about why they want to go there and what they would learn. Encourage students to include text features such as labels, captions, and bold print on their poster.

“Fly Guy Presents: The White House” Arnold, Tedd- Read and have students share their favorite fact about the White House and what they would do if they were in the White House for a day.

**May:** Memorial Day

“Patriotic Holidays: Honoring America” Kupperstein, Joel

Seesaw Activity: choice board

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=Fp78UuLmQRuxeVQ8InGcjQ&prompt\\_id=prompt.525a6028-6b3b-40c3-af19-14fff332221a](https://app.seesaw.me/pages/shared_activity?share_token=Fp78UuLmQRuxeVQ8InGcjQ&prompt_id=prompt.525a6028-6b3b-40c3-af19-14fff332221a)

**\*Teach when doing Civics Unit Lesson 3**

**June:** Flag Day

**Supplemental Text:**

“Long May She Wave: The True Story of Caroline Pickersgill and her Star-Spangled Creation,” Fulton, Kristen

“Symbols of American Freedom the Pledge of Allegiance”, Kristen Chang-

“The American Symbols: What You Need to Know” Ferguson, Melissa Discuss what each part of the flag stands for. Have students make a flag for our classroom as a group and present what each part of the flag stands for. Another activity is to give each student a part of the flag and at the end of the read aloud have students come up and put together the flag.

**\*Teach about the Fourth of July in June**

Fourth of July

**Supplemental Text:**

“Patriotic Holidays: Honoring America” Kupperstein, Joel - Have students discuss what their family does as a tradition to celebrate having freedom.

**September:** Labor Day, Cesar Chavez, and Constitution Day (See Appendix for lessons and resources)

**Additional Supplemental Text:**

“The U.S. Constitution” Clay, Kathryn

“The Bill of Rights” Chang, Kristen

**October:** Columbus Day and the Statue of Liberty

<https://jr.brainpop.com/socialstudies/citizenship/statueofliberty/>

**Additional Supplemental Text:**

“Meet Lady Liberty” Coan, Sharon-Have students draw something else that stands for freedom.

“The American Symbols: What You Need to Know” Ferguson, Melissa - Have students make a poster with American symbols with a caption of what they stand for.

**November:** Veteran’s Day, voting, and Thanksgiving

|                            |  |   |
|----------------------------|--|---|
|                            |  | <p><a href="https://jr.brainpop.com/socialstudies/nativeamericans/hanksgiving/">https://jr.brainpop.com/socialstudies/nativeamericans/hanksgiving/</a></p> <p><b>Additional Supplemental Text:</b><br/> “Veterans Day” Pettiford, Rebecca<br/> Read and discuss. Have students write a thank you letter to a local veteran.</p> <p><b>*Teach when doing Civics Unit Lesson 3</b><br/> <b>June:</b> Flag Day<br/> <b>Supplemental Text:</b><br/> “Long May She Wave: The True Story of Caroline Pickersgill and her Star-Spangled Creation,” Fulton, Kristen<br/> “Symbols of American Freedom the Pledge of Allegiance”, Kristen Chang-<br/> “The American Symbols: What You Need to Know” Ferguson, Melissa Discuss what each part of the flag stands for. Have students make a flag for our classroom as a group and present what each part of the flag stands for. Another activity is to give each student a part of the flag and at the end of the read aloud have students come up and put together the flag.</p> <p><b>December:</b> <u>TCI Lesson 13- What Are Family Traditions?</u></p> |
|                            | <b>Lesson 13: What Are Family Traditions?</b>  |   |
| <b>Preview Activity</b>    | Day 1: Preview Activity (Journal pgs. 187-189)   | Read and discuss family traditions. Students may complete response activity on blank paper, - an opportunity for turn and talking with a neighbor (implementing skills learned in lesson 2).  |
| <b>Vocabulary Activity</b> | Day 2: Vocabulary Activity (Journal page 190)  | Students make the distinction between a holiday and a tradition. After projecting the Interactive Journal page, students may work in small groups to brainstorm and sort a list of holidays, traditions and ways people celebrate   |
| <b>Hands-On Activity</b>   | Days 3, 4 & 5: Hands-On Activity—Traditions Around the World<br>TCI Lesson 14 Reading Literature: “Take Me Out to the Ball Game” | As a whole class read about traditions, celebrations and holidays (sections 1-4). Students watch informational videos about different traditions around the world. (this may be done using the Interactive Journal individually, in pairs or as a whole class. After watching videos students select the one that most interests them.<br>Set up eight learning stations with Activity Cards A-H. Students gather at the station and complete given activity using the Activity Card representing the country where students’ favorite tradition is celebrated.<br>Students read the informational article in Lesson 14 Reading Literature: “Take Me Out to the Ball Game” and discuss the American tradition of baseball.  |

|  |   |   |
|--|---|---|
| <b>Extension/<br/>Show What<br/>You Know</b> | Day 6: Explore Your Traditions<br>Homework/Sharing in class | <b>Modify the lessons as you feel best suits your students. The purpose is to have students collaborate and discuss with their family their traditions. This may be done at home and then shared with classmates.</b> |
|--|---|---|

### Interdisciplinary Connections

**Indicators:**

**Speaking and Listening**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Indicators:**

- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Reading**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Indicators:**

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text

### Integration of 21<sup>st</sup> Century Skills

|   |  |
|---|--|
| <p><b>Core Idea:</b> Individuals from different cultures may have different points of view and experiences.</p> | <p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> |
|---|--|

## **Appendix A**

### **Additional Social Studies Lessons**

*Inclusion of these activities and resources fulfills state mandates.*

#### **Constitution Day:**

SWBT: Explain what the constitution is and Identify 3 rights we have as citizens.

BrainPOP video: <https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/> use as an introduction to the lesson.

#### **Supplemental Text:**

“The U.S. Constitution” Clay, Kathryn

“The Bill of Rights” Chang, Kristen

Read aloud either book then complete the activity:

Activity: Make a Class Constitution

Give each student a post-it-note and have them write one rule or right they think we should follow in the classroom. Have students come put their post-it notes on an anchor chart or board. As students come up to the board have them read their note and discuss as a class.

Or provide the following Seesaw activity or paper form and use in a center after the read aloud.

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=IXHBIOfmQ76Air3U2EEFGA&prompt\\_id=prompt.3c0647bd-56f0-411a-9c55-fec4ac09499b](https://app.seesaw.me/pages/shared_activity?share_token=IXHBIOfmQ76Air3U2EEFGA&prompt_id=prompt.3c0647bd-56f0-411a-9c55-fec4ac09499b)

#### **Martin Luther King, Jr. Day**

SWBT: Compose and reflect upon Dr. Martin Luther King Jr's message and dreams, expressing their dreams about making the world a better place on Seesaw.

#### **SeeSaw activity that could be used in a center:**

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=ubNu0dnfTLWGM1qd1yI2IQ&prompt\\_id=prompt.65cfa87d-0a21-4406-9b93-cbfc5498285e](https://app.seesaw.me/pages/shared_activity?share_token=ubNu0dnfTLWGM1qd1yI2IQ&prompt_id=prompt.65cfa87d-0a21-4406-9b93-cbfc5498285e)

First grade students further develop their knowledge about Dr. Martin Luther King Jr. through watching an informational video:

The Story of Martin Luther King Jr. by Kid President <https://safeshare.tv/x/ss5c3cb71e8a664#> In the video a young child speaks to students in a way that young students can best understand Dr. King's life. He focuses on Dr. King's positive character traits, vision, and actions. Students discuss and reflect upon Dr. Martin Luther King Jr's message and dreams, expressing their dreams about making the world a better place on Seesaw.

#### **Interactive lesson:**

SWBT: Understand and explain through a written response that all people are the same on the inside no matter how different they look.



Do a Read Aloud from below or this BrainPOP

<https://jr.brainpop.com/socialstudies/holidays/martinlutherkingjr/>

Bring in one brown egg and one white egg have students following along in a journal. They will list what is different about the eggs and what is the same about the eggs. They will make a prediction about what the eggs will look like when they are cracked. Students will then draw a picture of what both eggs look like then explain that they are the same no matter what color the shell is. Discuss how these correlates to people and how everyone's skin color is different, but we are all the same. Have students write in their own words a couple sentences of what they learned.

### Supplemental Text:

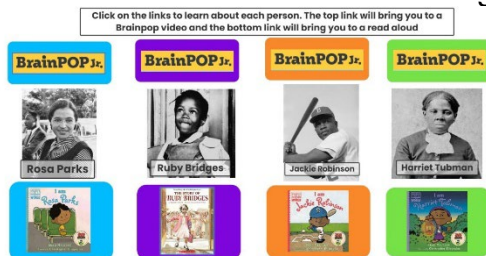
"Martin Luther King, Jr." Haldy, Emma E.

"A Picture Book of Martin Luther King, Jr." David A. Adler

### Black History Month-

SWBT: Identify 4 famous African Americans and explain their contributions to ending segregation.

Students will choose one historical figure each week.



### Seesaw Center Activity- Students will pick a new person each day.

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=GaBqFEaXRTOEQtlAFu8Yzg&prompt\\_id=prompt.56e8afaf-2f88-42fb-9978-41dcfbe4b639](https://app.seesaw.me/pages/shared_activity?share_token=GaBqFEaXRTOEQtlAFu8Yzg&prompt_id=prompt.56e8afaf-2f88-42fb-9978-41dcfbe4b639)

Students will explore the choice board to learn about contributions of African Americans to the United States. This choice board focuses on Ruby Bridges, Jackie Robinson, Rosa Parks, and Harriet Tubman. On the slide students will click on the link to watch BrainPOP Jr. videos and listen to a read aloud about each person. In this activity, students will match each person to their achievement.

Extension to Center Activity:

Draw a picture of that person and write one important fact that person did to contribute to ending segregation.

### Women's History Month

SWBT: Identify 4 famous women in History and compose two important facts about each person.

Students will choose one historical figure each week.

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=gwhp2yAbTS-DetUOTey4Ww&prompt\\_id=prompt.11423ab4-0e6b-4fd6-b2ce-d81ea8fa6c0d](https://app.seesaw.me/pages/shared_activity?share_token=gwhp2yAbTS-DetUOTey4Ww&prompt_id=prompt.11423ab4-0e6b-4fd6-b2ce-d81ea8fa6c0d)

Students will choose a famous woman that they are interested in learning more about. Students will watch the videos to learn more. Then complete the first slide for each woman selected. For each woman, students will draw a picture and write two facts that they learned. This can be completed on Seesaw or on paper.

**Supplemental Text:**

Read and Discuss

“To The Stars! The First American Woman To Walk in Space” Carmella Van Vleet & Dr. Kathy Sullivan

“Ada Twist, Scientist” Beaty, Andrea (fiction)- Discuss how she never gave up on her passion for science.

“Picture Book of Helen Keller” Adler, David A.- Students should understand the best and most beautiful things in the world cannot be seen or even touched; they must be felt with the heart. Her life encouraged many people to overcome challenges. Have students write or share about a time that someone helped them overcome a challenge.

**Appendix B**

**2020 New Jersey Student Learning Standards – Social Studies**

**6.1 U.S. History: America in the World by the End of Grade 2**

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

|   | Units-Grade K |  |  |  |   | Units-Grade 1 |  |  |  |  | Units-Grade 2 |  |  |   |
|---|---------------|--|--|--|---|---------------|--|--|--|--|---------------|--|--|---|
| 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).                            |               |  |  |  |   |               |  |  |  |  |               |  |  | 4 |
| 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. |               |  |  |  |   |               |  |  |  |  |               |  |  | 4 |
| 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.   | 1             |  |  |  |   |               |  |  |  |  |               |  |  | 4 |
| 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.   |               |  |  |  | 5 |               |  |  |  |  |               |  |  | 4 |
| 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.                 |               |  |  |  |   |               |  |  |  |  |               |  |  | 4 |
| 6.1.2.CivicsPI.6: Explain what government is and its function.  |               |  |  |  |   |               |  |  |  |  |               |  |  | 4 |

**Civics, Government, and Human Rights: Participation and Deliberation**

|   | Units-Grade K |  |  |  |  | Units-Grade 1 |  |  |  |  | Units-Grade 2 |  |  |   |
|---|---------------|--|--|--|--|---------------|--|--|--|--|---------------|--|--|---|
| 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. | 1             |  |  |  |  | 1             |  |  |  |  |               |  |  | 4 |
| 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.  | 1             |  |  |  |  | 1             |  |  |  |  |               |  |  |   |

**Civics, Government, and Human Rights: Democratic Principles**

|   | Units-Grade K |   |  |  |  | Units-Grade 1 |  |  |  |   | Units-Grade 2 |  |  |  |
|---|---------------|---|--|--|--|---------------|--|--|--|---|---------------|--|--|--|
| 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. | 1             | 2 |  |  |  |               |  |  |  | 5 |               |  |  |  |

|  |  |   |  |  |  |  |  |  |  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|--|--|--|--|---|--|--|--|--|
| 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. |  |   |  |  |  |  |  |  |  |  | 5 |  |  |  |  |
| 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.                                       |  | 2 |  |  |  |  |  |  |  |  | 5 |  |  |  |  |

**Civics, Government, and Human Rights: Processes and Rules**

|   | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |  |  |  | Units-Grade 2 |  |  |  |  |
|---|---------------|--|--|--|--|--|---------------|--|--|--|--|---------------|--|--|--|--|
| 6.1.2.CivicsPR.1: Determine what makes a good rule or law.  | 1             |  |  |  |  |  | 1             |  |  |  |  |               |  |  |  |  |
| 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.   | 1             |  |  |  |  |  | 1             |  |  |  |  |               |  |  |  |  |
| 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.   | 1             |  |  |  |  |  | 1             |  |  |  |  |               |  |  |  |  |
| 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. | 1             |  |  |  |  |  |               |  |  |  |  |               |  |  |  |  |

**Civics, Government, and Human Rights: Civic Mindedness**

|  | Units-Grade K |  |   |  |  |  | Units-Grade 1 |  |  |  |  | Units-Grade 2 |  |  |  |   |
|--|---------------|--|---|--|--|--|---------------|--|--|--|--|---------------|--|--|--|---|
| 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.  | 1             |  | 3 |  |  |  |               |  |  |  |  |               |  |  |  | 4 |
| 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). | 1             |  | 3 |  |  |  | 1             |  |  |  |  |               |  |  |  | 4 |

|  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |  |  |  |   |
|--|---|--|---|--|--|--|--|---|--|--|--|--|--|--|--|--|--|---|
| 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. | 1 |  | 3 |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 4 |
|--|---|--|---|--|--|--|--|---|--|--|--|--|--|--|--|--|--|---|

**Geography, People, and the Environment: Human Population Patterns**

|  | Units-Grade K |  |   |  |  |  | Units-Grade 1 |  |  |   |  |  | Units-Grade 2 |  |  |  |  |  |
|--|---------------|--|---|--|--|--|---------------|--|--|---|--|--|---------------|--|--|--|--|--|
| 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). |               |  | 3 |  |  |  |               |  |  | 3 |  |  |               |  |  |  |  |  |

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

|  | Units-Grade K |  |   |  |  |  | Units-Grade 1 |  |   |  |  |  | Units-Grade 2 |   |  |  |  |  |
|--|---------------|--|---|--|--|--|---------------|--|---|--|--|--|---------------|---|--|--|--|--|
| 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).   |               |  |   |  |  |  |               |  | 3 |  |  |  |               | 1 |  |  |  |  |
| 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).                          |               |  | 3 |  |  |  |               |  | 3 |  |  |  |               | 1 |  |  |  |  |
| 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).    |               |  |   |  |  |  |               |  | 3 |  |  |  |               | 1 |  |  |  |  |
| 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). |               |  |   |  |  |  |               |  |   |  |  |  |               | 1 |  |  |  |  |

**Geography, People, and the Environment: Human Environment Interaction**

|  | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |  |  |  |  | Units-Grade 2 |  |   |  |  |  |
|--|---------------|--|--|--|--|--|---------------|--|--|--|--|--|---------------|--|---|--|--|--|
| 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. |               |  |  |  |  |  |               |  |  |  |  |  |               |  | 2 |  |  |  |

|   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|
| 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). |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |  |  |
| 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |  |  |
| 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |  |  |

**Geography, People, and the Environment: Global Interconnections**

|   | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |  |  |  |  | Units-Grade 2 |  |   |  |  |
|---|---------------|--|--|--|--|--|---------------|--|--|--|--|--|---------------|--|---|--|--|
| 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.            |               |  |  |  |  |  |               |  |  |  |  |  |               |  | 2 |  |  |
| 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. |               |  |  |  |  |  |               |  |  |  |  |  |               |  | 2 |  |  |

**Economics, Innovation, and Technology: Economic Ways of Thinking**

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

### Economics, Innovation, and Technology: Exchange and Markets

|  | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |   |  |  |  | Units-Grade 2 |  |   |  |
|--|---------------|--|--|--|--|--|---------------|--|---|--|--|--|---------------|--|---|--|
| 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.   |               |  |  |  |  |  |               |  | 2 |  |  |  |               |  | 2 |  |
| 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. |               |  |  |  |  |  |               |  | 2 |  |  |  |               |  | 2 |  |
| 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).                        |               |  |  |  |  |  |               |  | 2 |  |  |  |               |  |   |  |

### Economics, Innovation, and Technology: National Economy

|   | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |  |  |  |  | Units-Grade 2 |  |   |   |
|---|---------------|--|--|--|--|--|---------------|--|--|--|--|--|---------------|--|---|---|
| 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. |               |  |  |  |  |  |               |  |  |  |  |  |               |  | 2 |   |
| 6.1.2.EconNE.2: Describe examples of goods and services that governments provide  |               |  |  |  |  |  |               |  |  |  |  |  |               |  | 2 | 4 |

### Economics, Innovation, and Technology: Global Economy

|   | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |  |  |  |  | Units-Grade 2 |  |   |  |
|---|---------------|--|--|--|--|--|---------------|--|--|--|--|--|---------------|--|---|--|
| 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. |               |  |  |  |  |  |               |  |  |  |  |  |               |  | 2 |  |
| 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.                          |               |  |  |  |  |  |               |  |  |  |  |  |               |  | 2 |  |

### History, Culture, and Perspectives: Continuity and Change

|   | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |  |   |  |  | Units-Grade 2 |  |  |   |
|---|---------------|--|--|--|--|--|---------------|--|--|---|--|--|---------------|--|--|---|
| 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. |               |  |  |  |  |  |               |  |  | 4 |  |  |               |  |  | 3 |
| 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.  |               |  |  |  |  |  |               |  |  | 4 |  |  |               |  |  | 3 |





### History, Culture, and Perspectives: Claims and Argumentation

|  | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |  |  |  |  | Units-Grade 2 |  |  |   |
|--|---------------|--|--|--|--|--|---------------|--|--|--|--|--|---------------|--|--|---|
| 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). |               |  |  |  |  |  |               |  |  |  |  |  |               |  |  | 3 |

## 6.3 Active Citizenship in the 21<sup>st</sup> Century by the End of Grade 2

### Civics, Government, and Human Rights: Participation and Deliberation

|   | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |  |  |  |  | Units-Grade 2 |  |  |   |
|---|---------------|--|--|--|--|--|---------------|--|--|--|--|--|---------------|--|--|---|
| 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. |               |  |  |  |  |  |               |  |  |  |  |  |               |  |  | 4 |

### Geography, People, and the Environment: Global Interconnections

|  | Units-Grade K |  |  |  |  |  | Units-Grade 1 |  |  |  |  |  | Units-Grade 2 |  |   |  |
|--|---------------|--|--|--|--|--|---------------|--|--|--|--|--|---------------|--|---|--|
| 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. |               |  |  |  |  |  |               |  |  |  |  |  |               |  | 2 |  |
| 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.       |               |  |  |  |  |  |               |  |  |  |  |  |               |  | 2 |  |