

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**DEPARTMENT**

**Social Studies**

**COURSE TITLE**

**First Grade Social Studies**

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**BOARD OF EDUCATION INITIAL ADOPTION DATE:**

**September 2021**

## **Course Philosophy**

The first grade unit of study for social studies will prepare students for being contributing members of their local and regional communities. Through exploration, partnerships, small group and large group instruction, students will be able to challenge themselves by applying what will be gained in various forms. The process and product of learning within each unit will be differentiated to further encourage student application of learned skills, and project-based learning will serve as the foundation for these units to create connections between ELA, Math and Science.

## **Course Description**

The focus in first grade is Families and Communities: Now and Long Ago. The first unit (The Community) begins with a study of the community. Students will learn the roles communities play in societies, and how people have important roles to create change in their community. Students will learn about different types of communities and will have opportunities to develop integral elements that are essential to the success of their classroom community.

The second unit (Families and Communities are Important) builds onto the understanding of communities and includes the organizing unity of a family. Throughout the second unit, students will learn about the important role that families have as an important basic unit of communities. Students will learn about how families are diverse while having shared characteristics. Students will learn about characteristics of different family structures, how families balance wants and needs, and where families live.

The second unit will serve as a foundation for the third unit (Families, Now and Long Ago). Through comparison, students will discover different kinds of families and respect differences. Ultimately, students will come to understand that there are universal commonalities among families, as

well as elements that make each family special.. Students will also learn about the important roles historical individuals from long ago made contributions to our family life today. Next, students will explore the ways technology and transportation have changed the ways families connect with other families, and how family members relate within the family. Lastly, students will learn about how traditions and celebrations make each family unique.

The fourth unit (Community Economics) will focus on how communities sustain themselves. Students will learn about how people in communities make decisions based not only on their wants and needs, but also on the availability of resources and how the availability of these resources affects economic outcomes. Students will learn about different sources of income, and how income affects spending decisions and lifestyle. Through first-hand experiences and role-play, students will learn about taxes, investment, building wealth, and financial risks. Ultimately, students will learn that the potential for building and using personal wealth includes responsibility to the broader community, and an understanding of the legal rights and responsibilities of being a good citizen.

### **Core and Supplemental Instructional Materials**

Core Materials	Supplemental Materials
<ul style="list-style-type: none"><li>● NJ Social Studies Companion Notebook</li></ul>	<ul style="list-style-type: none"><li>● Seesaw</li><li>● Scholastic News</li><li>● <a href="#">Suggested Supplemental Unit Books</a></li><li>● Education.com</li><li>● <a href="#">docsteach.org</a></li><li>● Native Americans<ul style="list-style-type: none"><li>○ Native American Heritage Month <a href="https://nativeamericanheritagemonth.gov/for-teachers/">https://nativeamericanheritagemonth.gov/for-teachers/</a></li><li>○ Smithsonian <a href="https://americanindian.si.edu/nk360/lessons-resources/search-resources">https://americanindian.si.edu/nk360/lessons-resources/search-resources</a></li></ul></li><li>● AAPI Kathy Lu (Kathy@immigranthistory.org) &amp; Maya<ul style="list-style-type: none"><li>○ Immigrant Initiative History <a href="https://www.immigranthistory.org/lessonplans.html">https://www.immigranthistory.org/lessonplans.html</a></li><li>○ SAADA <a href="https://www.saada.org/">https://www.saada.org/</a></li></ul></li></ul>

## Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Example 1:** Zones of Regulations chart, using [read alouds with self control themes](#) to prompt discussion and use of the chart

**Example 2:** Students begin the school year and/or instructional unit by drawing what a mathematician “looks like..., feels like...” to them.

**Example 3:** Establish shared classroom rules and expectations so that students can see the impact of their own actions and behaviors on outcomes.

**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Example 1:** Discussion of Growth Mindset and Fixed Mindset, using videos, [read alouds](#), and chart

**Example 2:** Teach self-management techniques such as belly breathing, yoga positions, counting to ten, self-talk, relaxation exercises, or mental rehearsal to help students develop concrete techniques for managing their own stress or anxiety. Use read alouds from this list: [The Zones Book Nook](#)

**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**Example 1:** [Adding multicultural books](#) into everyday learning.

**Example 2:** Ask students to draw a picture (or ask them to respond with short answers on a worksheet) to show how they try to be helpful in their families or with their peers, especially in learning or math contexts (e.g., teaching a younger sibling how to count, teaching a friend how to solve a math problem).

**Example 3:** Students will use pictures of both immediate and extended family members to create a project/presentation sharing about their family, holidays celebrated and special lifetime events/memories.

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Example 1: Morning meeting games to prompt responsive classroom, which will foster positive classroom relationships.**

**Example 2: Teach lessons on effective listening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares.**

**Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

**Example 1: Creating classroom rules and revisiting the expectations when needed. Using read alouds to prompt the conversation.**

**Example 2: Use a lesson to teach students a simple formula for making good decisions (e.g., stop, calm down, identify the choice to be made, consider the options, make a choice and do it, how did it go?). Post the decision-making formula in the classroom.**

## Integration of 21st Century Themes and Skills

<u>NJSLS-CLKS 9.4: Life Literacies and Key Skills</u>	
<b>Creativity and Innovation</b>	<p>Can be found in unit:</p> <ul style="list-style-type: none"> <li>1- Community</li> <li>2- Families and communities are important</li> <li>3- Families Now and Long Ago</li> <li>4- Economics</li> </ul> <ul style="list-style-type: none"> <li>• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>• 9.4.2.CI.2: Demonstrates originality and inventiveness in work.</li> </ul>
<b>Critical Thinking and Problem Solving</b>	<p>Can be found in unit:</p> <ul style="list-style-type: none"> <li>1- Community</li> <li>2- Families and communities are important</li> <li>3- Families Now and Long Ago</li> <li>4- Economics</li> </ul> <ul style="list-style-type: none"> <li>• 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</li> <li>• 9.4.2.CT.2: Identify possible approaches and resources to execute a plan</li> <li>• 9.4.2.CT.3: Uses a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> </ul>
<b>Digital Citizenship</b>	<p>Can be found in unit:</p> <ul style="list-style-type: none"> <li>1- Community</li> <li>2- Families and communities are important</li> <li>3- Families Now and Long Ago</li> <li>4- Economics</li> </ul> <ul style="list-style-type: none"> <li>• 9.4.2.DC.1: Explain differences between ownership and sharing of information.</li> <li>• 9.4.2.DC.2: Explain the importance of respecting the digital content of others.</li> </ul>



<b>Global and Cultural Awareness</b>	<p>Can be found in unit:</p> <ul style="list-style-type: none"> <li>1- Community</li> <li>2- Families and communities are important</li> <li>3- Families Now and Long Ago</li> <li>4- Economics</li> </ul> <p>• 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.</p>
<b>Information and Media Literacy</b>	<p>Can be found in unit:</p> <ul style="list-style-type: none"> <li>1- Community</li> <li>2- Families and communities are important</li> <li>3- Families Now and Long Ago</li> <li>4- Economics</li> </ul> <p>• 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.</p> <p>• 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (social, academic, athletic, etc.).</p>
<b>Technology Literacy</b>	<p>Can be found in unit:</p> <ul style="list-style-type: none"> <li>1- Community</li> <li>2- Families and communities are important</li> <li>3- Families Now and Long Ago</li> <li>4- Economics</li> </ul> <p>• 9.4.2.TL.2: Create a document using a word processing application.</p> <p>• 9.4.2.TL.5: Describe the difference between real and virtual experiences.</p> <p>• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.</p>

## Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet."

Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

### **Career Awareness and Planning Standards 9.2**

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Students learn about the classroom community and in-class tasks that elementary students partake in to help them learn how to assist others, develop manners, and learn basic responsibility.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

Students learn about the economy of wants and needs. Students will earn money for completing jobs which will teach earning, responsibility and the importance of budgeting and saving.

### **NJ Climate Change Standards Integration**

As students explore the disciplines within social studies, they will think critically about the reciprocative relationship between people and the environment in relation to resources, populations, and climate change. Embedding the NJ Climate Change Standards throughout the social studies curriculum provides an opportunity to engage in authentic learning experiences related to communities, global social issues, and positive citizenship. Students will partake in advocacy projects and inquiry based learning as they analyze and address developmentally appropriate issues related to climate change. Through these learning experiences, they will apply literacy skills such as gathering and synthesizing information, analyzing data, drawing conclusions, and communicating ideas effectively. With use of this interdisciplinary approach, students will connect scientific processes and concepts related to climate change to the corresponding human consequences and learn how to take appropriate action to develop potential solutions.

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**

**First Grade Social Studies**

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
<b>Unit #1: The Community</b>	The goal of the unit (The Community) begins with a study of the community. Students will learn the roles communities play in societies, and how people have important roles to create change in their community. Students will learn about different types of communities and will have opportunities to develop integral elements that are essential to the success of their classroom community.	September-October	Formative <ul style="list-style-type: none"> <li>• Notebook checks</li> <li>• Turn and Talk</li> <li>• Question and Answer</li> <li>• Exit Tickets</li> <li>• Posters</li> </ul>
			Summative <ul style="list-style-type: none"> <li>• Formal writing</li> <li>• Open response</li> </ul>
			Common Benchmark Assessments (mid/end of course) Standards <ul style="list-style-type: none"> <li>• Participates in discussions and activities about themselves and the world around them</li> <li>• Identifies similarities and differences between concepts</li> <li>• Applies and models understanding (i.e. orally, through drawing, and/or through writing)</li> </ul> Assessments <ul style="list-style-type: none"> <li>• Exit ticket with formal notebook check</li> <li>• Socratic seminar for class discussion</li> </ul>
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>• Student of the Day activities</li> </ul>

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
<b>Unit #: 2:</b> Families and Communities are Important	The goal of the unit (Families and Communities are Important) builds onto the understanding of communities and includes a family aspect. Throughout the second unit, students will learn about the important role that families have as an important basic unit of communities. Students will learn about how families are diverse while still being similar. Students will learn about characteristics of different family structures, how families balance wants and needs, and where families live.	December-January	Formative <ul style="list-style-type: none"> <li>Notebook checks</li> <li>Turn and Talk</li> <li>Question and Answer</li> <li>Exit Tickets</li> <li>Posters</li> </ul>
			Summative <ul style="list-style-type: none"> <li>Formal writing</li> <li>Open response</li> </ul>
			Common Benchmark Assessments (mid/end of course) <p>Standards</p> <ul style="list-style-type: none"> <li>Participates in discussions and activities about themselves and the world around them</li> <li>Identifies similarities and differences between concepts</li> <li>Applies and models understanding (i.e. orally, through drawing, and/or through writing)</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>Exit ticket with formal notebook check</li> <li>Socratic seminar for class discussion</li> </ul>
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>Timeline</li> <li>posters</li> <li>photographs</li> </ul>
<b>Unit #: 3:</b> Families, Now and Long Ago	The goal is through comparison, students will discover different types of families and respect differences. Ultimately, students will come to understand that there are universal commonalities among families, as well as elements that make each family special. Students will learn about how families are diverse while still being similar, and ultimately,	February- March	Formative <ul style="list-style-type: none"> <li>Notebook checks</li> <li>Turn and Talk</li> <li>Question and Answer</li> <li>Exit Tickets</li> <li>Posters</li> </ul>
			Summative <ul style="list-style-type: none"> <li>Formal writing</li> <li>Open response</li> </ul>
			Common Benchmark Assessments (mid/end of course) <p>Standards</p> <ul style="list-style-type: none"> <li>Participates in discussions and activities about themselves</li> </ul>

	<p>understand that there are universal commonalities among families. Students will also learn about the important roles historical figures from long ago made contributions to our family life today. Students will explore the ways technology and transportation have changed the ways families connect with other families, and with each other. Lastly, students will learn about how traditions and celebrations make each family unique.</p>		<p>and the world around them</p> <ul style="list-style-type: none"> <li>Identifies similarities and differences between concepts</li> <li>Applies and models understanding (i.e. orally, through drawing, and/or through writing)</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>Exit ticket with formal notebook check</li> <li>Socratic seminar for class discussion</li> </ul> <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> <li>Timeline</li> <li>posters</li> <li>photographs</li> </ul>
<p><b>Unit #: 4: Community Economics</b></p>	<p>The goal is to focus on how communities sustain themselves. Students will learn about how people in communities make decisions based not only on their wants and needs, but also on the availability of resources and how the availability of these resources affects economic outcomes. Students will learn about different sources of income, and how income affects spending decisions and lifestyle. Through first-hand experiences and role-play, students will learn about taxes, investment, building wealth, and financial risks. Ultimately, students will learn that the potential for building and using personal wealth includes responsibility to the broader community, and an understanding of the legal rights and responsibilities of being a good citizen.</p>	<p>May-June</p>	<p>Formative</p> <ul style="list-style-type: none"> <li>Notebook checks</li> <li>Turn and Talk</li> <li>Question and Answer</li> <li>Exit Tickets</li> <li>Posters</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>Formal writing</li> <li>Open response</li> </ul> <p>Common Benchmark Assessments (mid/end of course)</p> <p>Standards</p> <ul style="list-style-type: none"> <li>Participates in discussions and activities about themselves and the world around them</li> <li>Identifies similarities and differences between concepts</li> <li>Applies and models understanding (i.e. orally, through drawing, and/or through writing)</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>Exit ticket with formal notebook check</li> <li>Socratic seminar for class discussion</li> </ul> <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> <li>Classroom helpers</li> </ul>

## Robbinsville Public Schools

### Unit #1: The Community

#### Enduring Understandings:

- A citizen is a member of a community or group.
- Students are citizens of their local and global community.
- People are citizens of a community, state, nation and the world.
- Citizens respect their community.
- Citizens participate in group or community activities.
- Members of communities, cities, states, and nations have rights and responsibilities.
- Responsible citizens respect others, behave honestly, help others, obey rules and laws, are informed and share resources.
- Citizens are members of their own community.
- Citizens protect and respect their own communities.
- Community workers (police, teachers, etc.) respect the rights of citizens.
- Citizens are members of the larger world community (global citizens).
- Global citizens protect and respect the larger world community.

#### Essential Questions:

- What is a community?
- What is my role in the school community?
- What is my role in the Robbinsville community?
- What is my role in the classroom community?
- What is my role in the global community?
- What are other people's roles in my community?
- What type of community do I live in?
- What do people in communities do?
- How do communities survive?
- Why are communities placed where they are?
- Who runs a community?
- What can we do to make changes in our community?
- How do people move through communities?
- How do a community's goods/services move?
- What are resources that a community uses?

#### Interdisciplinary Connections

- Science1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. Example: Students will discuss how families and compare and contrast differences through read alouds and class discussions.
- Comprehensive Health and Physical Education 2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others. *Example:* Students will share their own characteristics and compare them to those of their classmates.



Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2.CivicsPI.1 6.1.2.CivicsPI.2	What local community and government leaders have roles and responsibilities to provide services for their community members?	<ul style="list-style-type: none"> <li>Identify members of the school community and their roles.</li> <li>Identify how rules are important in homes, classroom, school and community; create a list of rules.</li> <li>Give and receive “I” messages when faced with conflicts to facilitate communication.</li> <li>Develop strategies for respectful behavior and dealing with our emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Mini-lessons</li> <li>Whole class discussion</li> <li>Activity sort(s)</li> <li>Read alouds</li> <li>Maps/photos</li> <li>Student-generated anchor charts</li> <li>Illustrations/stories</li> <li>PBLs (TBD)</li> </ul>	<a href="#">Student of the Day</a> (Respect Lesson using RESPECT by:Carole Boston)  <a href="#">Immersion lesson to Community</a> (using Name Jar by: Yangsook Choi)  <a href="#">Classroom Resources</a>  <a href="#">PBS Learning Media</a>	<ul style="list-style-type: none"> <li>Rules of classroom, school and cafeteria/playground.</li> <li>Match pictures of staff members to the role they hold in the school. cafeteria staff, aides, secretarial, and custodial staff.</li> <li>Child's illustration and interpretation of classroom rules</li> <li>I feel statements and other routines to establish rules and respect; responsible classroom; morning meeting routines</li> <li>Role playing exercise demonstrating how to handle a bully</li> <li>List of ways we respect each other</li> <li>Needs and Wants activity sort; book <i>Something Good</i></li> <li>Map of Robbinsville- “We live here” chart</li> <li>Photos of community members with children identifying the goods and services they provide</li> <li>Child generated list of goods and services</li> <li>Picture photo match of community members</li> </ul>
6.1.2.CivicsPI.3	What rules do we live by are a result of the actions of government, organizations, and individuals?	<ul style="list-style-type: none"> <li>Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> <li>Understand the term “respect” and show how respect as a way to learn from each other.</li> </ul>			
6.1.2.CivicsPI.4 6.1.2.CivicsPI.5	What actions of individuals and government affect decisions made for the common good?	<ul style="list-style-type: none"> <li>Explain and demonstrate how our communities meet our needs and wants.</li> <li>Identify who are the people who are in our community and their roles. Contact local officials and community members to acquire information and/or discuss community issues.</li> </ul>			
6.1.2.CivicsPD.1 6.1.2.CivicsPD.2	What opportunities are given for all members of our community to participate in the decision making process and everyone's voice is heard?	<ul style="list-style-type: none"> <li>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> <li>Identify, discuss, and role play the duties of a range of community workers.</li> <li>Discuss how transportation moves goods and services through a community.</li> </ul>			
6.1.2.CivicsPR.1 6.1.2.CivicsPR.2 6.1.2.CivicsPR.3 6.1.2.CivicsPR.4	What makes a good rule or law?				

6.1.2.CivicsCM.3	<p>How do rules and laws help your school or community to keep everyone safe, resolve conflicts and treat people fairly and respectfully?</p> <p>What character traits can help individuals become productive members of their community?</p>	<ul style="list-style-type: none"> <li>● Explain and show transportation has changed over time and how it affects our community.</li> <li>● List resources available to a community.</li> </ul>			<ul style="list-style-type: none"> <li>● Picture/illustration/clip art of how people move through Robbinsville</li> <li>● Child-compiled list of how goods are moved through Robbinsville.</li> <li>● Child illustration of resources</li> <li>● Student-generated diagrams</li> <li>● Example PBL about figuring out the school community:  <a href="https://www.experientiallearningdepot.com/experiential-learning-blog/how-to-use-the-community-as-a-resource-in-project-based-learning">https://www.experientiallearningdepot.com/experiential-learning-blog/how-to-use-the-community-as-a-resource-in-project-based-learning</a> </li> </ul>
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**Unit #: 2: Families and Communities are Important**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Families are important basic units of all societies.</li><li>• Families are diverse.</li><li>• Families can be found in communities around the world, and are similar and different.</li><li>• Families have different structures (nuclear, extended family).</li><li>• Families are multi-generational (great grandparents, grandparents, etc.).</li><li>• Families teach values and influence family members.</li><li>• Families have and provide for needs and wants.</li><li>• Families have rules and routines.</li><li>• Family members have various roles, jobs and responsibilities.</li><li>• Families share work and leisure time.</li><li>• Families have cultural similarities and differences.</li><li>• Families pass on traditions, customs, language, and traditions.</li><li>• Families live in different types of communities.</li><li>• People show honor by respecting elders, learning about and celebrating community, state and American history, events, places, people and culture.</li></ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• Why are families important and how do they influence who we are?</li><li>• How are families alike and different?</li><li>• How do families and communities interact?</li></ul>
<p><b>Interdisciplinary Connections</b></p> <p><b>Science: 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. Example: Students will interview family members to identify their traditions and how the environment affects the community and family life.</b></p> <p><b>Writing W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-ESS1-1), (1-ESS1-2) Comprehensive Health and Physical Education 2.4.2.A.1 Compare and contrast different kinds of families locally and globally. Example: Students will learn about various family structures.</b></p>	



		<ul style="list-style-type: none"> <li>• Families pass on knowledge, customs, language and traditions.</li> <li>• Families influence the language(s) spoken at home.</li> <li>• Families celebrate in many ways.</li> <li>• Families live in different kinds of communities.</li> <li>• Different events and people shape a community and a country's history.</li> <li>• Communities and the United States have key historic figures and leaders.</li> <li>• A community has historic significance.</li> <li>• People in communities create monuments to commemorate important people and events (then and now).</li> <li>• Historical events are told through stories and folklore.</li> <li>• People show honor for their community, city, state, and nation by respecting the flag, reciting the Pledge of Allegiance, and singing patriotic songs.</li> <li>• People show honor by respecting elders, learning about and celebrating community, state and American history, events, places, people and culture.</li> </ul>			
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Unit #: 3: Families, Now and Long Ago

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Families are alike and families are different from families long ago.</li> <li>Basic family needs remain constant across time and place.</li> <li>Famous historical figures from long ago made contributions to our family life today.</li> <li>Technology and transportation have changed the way families live, work, and play.</li> <li>Traditions and celebrations began in families long ago.</li> <li>Events happen in order over time.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How has family life changed over time?</li> <li>How can we use historical figures to understand family life across time?</li> <li>How do changes in technology affect the way people live?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>Science 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. Students will explore how the environment affects family and community life.</li> <li>Speaking and Listening SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C Ask questions to clear up any confusion about the topics and texts under discussion. <i>Example:</i> Students will learn and practice how to engage in classroom discussions.</li> </ul>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2.HistoryCC.1 6.1.2.HistoryCC.2 6.1.2.HistoryCC.3          6.1.2.HistorySE.1 6.1.2.HistorySE.2	<p>What historical events and stories from the past can help identify how the present is being shaped and influenced?</p> <p>How are cultures expressed through and influenced by the behavior of people?</p>	<ul style="list-style-type: none"> <li>Historical sources reveal information about how life in the past differs from the present.</li> <li>Historical sources inform people about life in the past (artifacts, letters, maps, photographs, newspapers; all of these are used to inform others about types of homes/buildings/architecture, clothing styles, travel/transportation, jobs, food/cooking, play/leisure time,</li> </ul>	<ul style="list-style-type: none"> <li>Mini-lessons</li> <li>Whole class discussion</li> <li>Activity sort(s)</li> <li>Read alouds</li> <li>Maps/photos</li> <li>Student-generated anchor charts</li> <li>Illustrations/stories</li> <li>PBLs (TBD)</li> <li>Poems</li> <li>Venn Diagram(s)</li> </ul>	<p>Celebrating New Jersey- My World interactive</p> <p><a href="#">Classroom Resources</a></p> <p><a href="#">PBS Learning Media</a></p>	<ul style="list-style-type: none"> <li>“Book of Holidays”</li> <li>Family journal</li> <li>PBL (TBD)</li> </ul> <p><a href="#">Information on Creating Timelines</a></p>

6.1.2.HistoryCA.1	Using evidence, why have communities changed over time?	<p>technology, schools, population, role of women/children).</p> <ul style="list-style-type: none"> <li>• All families have a history (family members, family trees, photographs)</li> <li>• The way families record their history changes over time (letters, photographs, videotapes).</li> <li>• Families share a cultural heritage (songs, dances, food, costumes, stories, etc.).</li> <li>• Family history is told through stories that are passed from generation to generation.</li> <li>• Family members share special folktales/legends, oral histories, biographies and legends from their culture with each other.</li> <li>• Family values, traditions and beliefs are taught and passed from generation to generation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student-generated “Book of Holidays” to document their own family’s holiday traditions and customs related to the holiday</li> <li>• Graphing activities that show family size</li> </ul>		
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**Unit #: 4: Community Economics**

**Enduring Understandings:**

- People make decisions based on their needs, wants and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interaction among various institutions in the local, national and global economies influence policy making and societal outcomes.
- Availability of resources affects economic outcomes.
- Educational achievement, career choice and entrepreneurial skills all play a role in achieving a desired lifestyle.
- Income often comes from different sources, including alternative sources.
- Income affects spending decisions and lifestyle.
- Taxes affect the amount of disposable income.
- Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.
- Information about investment options assists with financial planning.
- Appropriate application of basic economic principles leads to wiser decisions for individual, family and business financial planning.
- The potential for building and using personal wealth includes responsibility.
- There are common financial risks and ways to manage risks.
- Insurance is designed to protect the consumer against unintended losses.
- The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

**Essential Questions:**

- Why do people choose to live and work in the areas they choose?
- How do the laws of supply and demand function in everyday life?
- How does the choice of a career directly influence an individual's income?
- Why do people borrow money?
- What are some of the dangers of debt?
- How can individuals save money?
- How does saving and investing help provide for your future?
- How can I become a critical consumer?
- Why would anyone want insurance?
- How can I successfully manage finances?
- How do jobs and money affect communities?

**Interdisciplinary Connections**

- Science 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive Example: Students will discuss needs and wants and the availability of resources for the community.
- Math MP.2 Reason abstractly and quantitatively. (1-LS3-1) Example: Students will discuss economy and how it can affect family and community life



Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2.EconET.16. 1.2.EconET.2 6.1.2.EconET.3 6.1.2.EconET.4 6.1.2.EconET.5       6.1.2.EconEM.1 6.1.2.EconEM.2 6.1.2.EconEM.3	<p>What effective choices/resources can be made based on needs, wants, and availability?</p> <p>What are multiple ways goods and services are produced and exchanged?</p>	<ul style="list-style-type: none"> <li>• Communities meet people's needs.</li> <li>• Families and communities make choices about wants, needs and scarce resources.</li> <li>• People in communities conserve resources (recycling, etc.).</li> <li>• Governments provide assistance to families and communities.</li> <li>• Scarcity happens when people's wants exceed their resources.</li> <li>• People use tools, science and technology to meet their needs.</li> <li>• Goods are things we buy (books, clothing, shoes).</li> <li>• Producers make goods or provide services for others.</li> <li>• Consumers use goods and services to meet their needs.</li> <li>• People purchase goods in communities.</li> <li>• People in communities work to earn money to provide for their needs and wants.</li> <li>• People make decisions about spending and saving money.</li> <li>• People in a community have different jobs (i.e., teachers, truck drivers, doctors, government leaders, etc.).</li> <li>• Community workers use tools and resources to provide services in a community.</li> <li>• Community workers are diverse and work with one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Mini-lessons</li> <li>• Discussions</li> <li>• Student-generated anchor charts</li> <li>• Centers</li> <li>• Guest speakers from the school and surrounding community</li> <li>• Classroom economy</li> <li>• Classroom jobs</li> <li>• PBLs (TBD)</li> </ul>	<p>Celebrating New Jersey- My World interactive</p> <p>Classroom Helpers Unit</p>	<ul style="list-style-type: none"> <li>• Student journal of economic activities</li> <li>• Active student participation in classroom economy</li> <li>• Students' examinations, explanations and use of specific economic terms in economic notebook</li> <li>• Party Planning- PBL <a href="https://www.teacherspayteachers.com/Product/Party-Planning-Project-Based-Learning-Free-2279952?st=26b1169502e264d83ed2c60a574869c6">https://www.teacherspayteachers.com/Product/Party-Planning-Project-Based-Learning-Free-2279952?st=26b1169502e264d83ed2c60a574869c6</a></li> <li>• School Store</li> </ul>

		<ul style="list-style-type: none"> <li>• People in the community help their neighbors in emergencies.</li> <li>• Communities develop new needs and resources, jobs.</li> </ul>			
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## General Differentiated Instruction Strategies

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| <ul style="list-style-type: none"> <li>● Leveled texts</li> <li>● Chunking texts</li> <li>● Choice board</li> <li>● Socratic Seminar</li> <li>● Tiered Instruction</li> <li>● Small group instruction</li> <li>● Guided Reading</li> <li>● Sentence starters/frames</li> <li>● Writing scaffolds</li> <li>● Tangible items/pictures</li> <li>● Adjust length of assignment</li> </ul> | <ul style="list-style-type: none"> <li>● Repeat, reword directions</li> <li>● Brain breaks and movement breaks</li> <li>● Brief and concrete directions</li> <li>● Checklists for tasks</li> <li>● Graphic organizers</li> <li>● Assistive technology (spell check, voice to type)</li> <li>● Study guides</li> <li>● Tiered learning stations</li> <li>● Tiered questioning</li> <li>● Data-driven student partnerships</li> <li>● Extra time</li> </ul> |
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## Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners

(ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

### English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

### Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring

multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>