

Flemington-Raritan Regional School District Flemington, NJ

SOCIAL STUDIES CURRICULUM GRADES K-2

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| Council of Instruction Review: | May 9, 2012 |
| BOE Curriculum Committee Review: | June 7, 2012 |
| Board of Education Approval: | June 18, 2012 |

Flemington-Raritan Regional School District

Social Studies Curriculum Grades K-2

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District Mission Statement

The Flemington-Raritan Regional School District provides our students with an exceptional education, empowering them to become problem solvers, collaborators and critical thinkers. The district creates a culture in which students act responsibly and communicate effectively in preparing to become productive citizens in a changing, global society.

It is the expectation of the Flemington-Raritan School District that all pupils achieve the New Jersey Core Curriculum content Standards at all grade levels.

Flemington-Raritan Regional School District

Social Studies Curriculum

Philosophy

The National Council for the Social Studies defines social studies as “the integrated study of the social sciences and humanities to promote civic competence.” It further defines civic competence as “the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.” Civic competence requires that students are able to apply their knowledge about the community, nation, and the world. Civic competence also includes the 21st century skills of data analysis, the application of inquiry processes, collaboration, and problem-solving.

The Flemington-Raritan Social Studies Program promotes civic competence and is based on the belief that good citizenship is the result of understanding our nation’s democratic foundations, respect for diversity, an appreciation of past and present cultures, and an understanding of the influence of past events on the present. The Flemington-Raritan Social Studies Program develops students who are socially responsible and globally aware; who consider multiple perspectives and promote cultural understanding; and who recognize and participate in their local community and an interconnected, global society.

References

Flemington-Raritan Regional School District. (2009). Grades 5-8 Social Studies Curriculum.

National Council for the Social Studies. (2010). *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. <http://socialstudies.org/standards>.

State of New Jersey. (2009). *New Jersey Core Curriculum Content Standards for Social Studies*. <http://www.njcccs.org>.

Flemington-Raritan Regional School District
Social Studies Curriculum

Grades K-2
Program Description

The goal of the Flemington-Raritan Social Studies Program is to instill in students the civic values necessary for fulfilling the duties of citizenship in a participatory democracy. The program emphasizes an inquiry-based, developmentally appropriate approach which actively engages students through the following components: analysis of nonfiction and/or primary sources, simulations, relating events of the past to the present, and access to media technologies.

The Kindergarten, first, and second grade curriculums provide the foundation for social studies skills and topics. The units focus on the groups of which students are a part and celebrates the uniqueness and similarities of each. Kindergarten units include maps and globes, sharing and giving, my family, my school and me, Celebration of Lights, and historical individuals. First Grade units include families, me and my community, holidays and traditions and natural resources. Second grade extends the concepts introduced in first grade. Second grade units include geography, communities, Colonial Times to today, and historical biographies.

Flemington-Raritan Regional School District
Social Studies Curriculum
Grades K-4

Interdisciplinary Connections

The social studies naturally lend themselves to interdisciplinary connections. Specific grade-level interdisciplinary connections are noted with an asterisk (*) in the grade-level units within the curriculum guide.

Interdisciplinary connections that are evident in Grades K-4 are as follows:

| Learning Experiences | Interdisciplinary Connection |
|---|---|
| Research | Language Arts, Science, Mathematics |
| Evaluating Websites | Language Arts, Science, Library/Media, Technology |
| Utilizing Web-based Resources | Library Media, Technology |
| Current Events | Language Arts |
| Detecting Bias in Text | Language Arts, Science, Technology |
| Differentiating Fact and Opinion | Language Arts, Science |
| Designing, Delivering, and Evaluating Oral Presentations | Language Arts Science, Mathematics, Health |
| Reading Non-Fiction Text | Language Arts, Science, Mathematics, Health |
| Writing a Variety of Essays, Open-Ended Responses, Reports and Non-Fiction Pieces | Language Arts, Science, Mathematics, Health, Music, Art |
| Analyzing the Reliability and Credibility of a Resource | Language Arts, Science |
| Determining Influence of Culture in a Text | Language Arts |
| Apply Reading Strategies to Understand Non-Fiction | Language Arts, Science, Health, Mathematics, Technology |
| | |

**Flemington-Raritan Regional School District
Grades K-4 Social Studies**

21st Century Life and Career Skills

The 21st Century Life and Career Skills are infused throughout the Social Studies Curriculum. The mission of the 21st Century Life and Career Skills is to “enable students to make informed life and career decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace” (NJDOE, 2009). The 21st Century Skills include critical thinking and problem solving, communication skills, creativity and innovation skills, collaboration skills, information and media skills, and contextual learning skills.

The chart notes the activities and structures in the curriculum units that support students’ facility with 21st Century Life and Career Skills. Only the 21st Century Life and Career Skills that pertain to the Grade 4 Social Studies Curriculum are included in the table. The remaining 21st Century Life and Career Skills and CPI’s are infused in other content-area curricula. All of the indicators must be met by the end of Grade 4.

9.1 ALL STUDENTS WILL DEMONSTRATE CREATIVE, CRITICAL THINKING, COLLABORATION AND PROBLEM SOLVING SKILLS TO FUNCTION SUCCESSFULLY AS GLOBAL CITIZENS AND WORKERS IN DIVERSE ETHNIC AND ORGANIZATIONAL CULTURES.

| 21st Century Content and CPI’s | Learning Experiences |
|--|---|
| Strand A: Critical Thinking and Problem Solving The ability to recognize and apply critical thinking and problem solving skills to solve the problem is a lifelong skill that develops over time. | |
| 9A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. | <ul style="list-style-type: none">• Cooperative learning structures• Brainstorming strategies |
| 9A.2. Evaluate available resources that can assist in solving problems. | <ul style="list-style-type: none">• Choosing resources for research |
| 9A.3 Determine when the use of technology is appropriate to solve problems. | <ul style="list-style-type: none">• Choosing research for research• Choosing medium for presentations• Using websites in the curriculum |
| 9A.4 Use data accessed on the Web to inform solutions and the decision-making process. | <ul style="list-style-type: none">• Using Web-based resources for research |

**Flemington-Raritan Regional School District
Grades K-4 Social Studies**

| 21st Century Content and CPI's | Learning Experiences |
|--|--|
| 9.A.5 Apply critical thinking and problem-solving skills in classroom and family setting. | <ul style="list-style-type: none"> • Role Playing • Cooperative Learning Activities |
| Strand B: Creativity and Innovation Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. | |
| 9 B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. | <ul style="list-style-type: none"> • Participation in discussions • Learning activities in each of the units |
| Strand C: Collaboration, Teamwork, and Leadership Collaboration and teamwork enable an individual or group to achieve common goals with greater efficiency. | |
| 9.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). | <ul style="list-style-type: none"> • Work in groups and present information • Roles in cooperative groups • Listening skills activities |

| | |
|--|---|
| Strand D: Effective communication skills convey intended messages to others and assist in preventing misunderstandings. | |
| 9.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. | <ul style="list-style-type: none"> • Presentation of projects |
| 9.D.2 Express needs, wants, and feelings appropriately in various situations. | <ul style="list-style-type: none"> • Independent Projects • Questions and planning for projects |
| <i>Communication with people from different cultural backgrounds is enhanced by understanding cultural perspectives.</i> | |
| 9.D.3 Demonstrate and awareness of one's own culture and other cultures during interactions within and outside of the classroom. | <ul style="list-style-type: none"> • Independent Projects • Culture project and activities (See specific units) |

**Flemington-Raritan Regional School District
Grades K-4 Social Studies**

| 21st Century Content and CPI's | Learning Experiences |
|--|---|
| Strand E: Digital media are 21st century tools used for local and global communication of ideas and events. | |
| 9.E.1 Explain how digital media are used in everyday life. | <ul style="list-style-type: none"> • Projects |
| 9 E.2 Demonstrate effective communication using digital media during classroom activities. | <ul style="list-style-type: none"> • Independent Projects • Presentations in class |
| 9.E.3 Distinguish how digital media are used by individuals, groups, and organization for varying purposes. | <ul style="list-style-type: none"> • Independent projects |
| <i>There are ethical and unethical uses of communication and media.</i> | |
| 9.E.4 Explain why some uses of media are unethical. | <ul style="list-style-type: none"> • How to evaluate websites and citing sources lessons • Use of Internet sites |
| Strand F: Accountability, Productivity and Ethics | |
| The nature of the 21st century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. | |
| 9.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. | <ul style="list-style-type: none"> • Mini-Projects in Technology • Independent Projects |
| 9.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. | <ul style="list-style-type: none"> • Independent Projects |
| <i>Ethical behaviors support human rights and dignity in all aspects of life.</i> | |
| 9.F.3 Explain the importance of understanding and following rules in family, classroom and community settings. | <ul style="list-style-type: none"> • Constitution Day activities • Classroom rules and classroom constitution • Government and other unit activities |

**Flemington-Raritan Regional School District
Grades K-4 Social Studies**

9.2 ALL STUDENTS WILL DEVELOP SKILLS AND STRATEGIES THAT PROMOTE PERSONAL AND FINANCIAL RESPONSIBILITY RELATED TO FINANCIAL PLANNING, SAVINGS, INVESTMENT, AND CHARITABLE GIVING IN THE GLOBAL ECONOMY.

| 21st Century Skills and Content CPIs | Learning Experiences |
|---|---|
| Strand A: Income and Careers | |
| 9.2.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. | <ul style="list-style-type: none"> • Community Unit (Grade 3) • Government Unit (Grade 4) |
| 9.2.A.2 Identify potential sources of income and their limitations. | <ul style="list-style-type: none"> • Mathematics Curriculum (Grade 3) • Wants and Needs (Grade 1) • Immigration Unit (Grade 4) |
| Strand B: Money Management | |
| 9.2.B.1 Money management involves setting financial goals. | <ul style="list-style-type: none"> • Economics and Government Unit (Grade 3) • Mathematics (Grade 2) |
| 9.2.B.2 Money management is reliant on developing and maintaining personal budgets. | <ul style="list-style-type: none"> • Mathematics (Grade 3)- “Billy Wins a Shopping Spree” • Mathematics (Grade 4) |
| 9.2.B.3 Money management requires understanding of cash flow systems and business practices. | <ul style="list-style-type: none"> • Economics and Government Unit (Grade 3) – TCI Chapter 8 • Mathematics (Grade 4) |
| Strand C: Credit and Debt Management | |
| 9.2.C.1 Explain why people borrow money and the relationship between credit and debit | <ul style="list-style-type: none"> • Mathematics (Grade 4) |
| Strand D: Planning, Saving, and Investing | |
| 9.2. D.2 Explain the concept of “opportunity cost”. | <ul style="list-style-type: none"> • Immigration Unit (Grade 4) • Economics and Government Unit (Grade 3) |
| Strand E: Becoming a Critical Consumer | |
| 9.2.E.1 Determine factors that influence consumer decisions related to money. | <ul style="list-style-type: none"> • Economics and Government Unit (Grade 3)- TCI Chapter 8 |
| 9.2..E.4 Apply comparison shopping to purchasing decisions | <ul style="list-style-type: none"> • Mathematics Curriculum (Grade 3) • Mathematics Unit 12 (Grade 4) |
| Strand F: Civic Financial Responsibility | |
| 9.2.F.1 Demonstrate an understanding of individual financial | <ul style="list-style-type: none"> • Community Unit (Grade 3) |

**Flemington-Raritan Regional School District
Grades K-4 Social Studies**

| obligations and community financial obligations. | <ul style="list-style-type: none"> NJ Unit (Grade 4) |
|--|--|
| 21st Century Content and CPI's | Learning Experiences |
| 9.2.F.2 Relate a country's economic system of production and consumption to building personal wealth and achieving social responsibilities. | <ul style="list-style-type: none"> NJ and Regions Units (Grade 4) Community Unit (Grade 3) |
| 9.2.F.3 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. | <ul style="list-style-type: none"> Community Unit (Grade 3) Communities (Grades 1-2) |
| 9.2.F.4 Identify skills related to organizing, managing, and taking on the risks of owning a business. | <ul style="list-style-type: none"> Economics and Government Unit (Grade 3) –TCI Chapter 8 |

9.3 ALL STUDENTS WILL APPLY KNOWLEDGE ABOUT AND ENGAGE IN THE PROCESS OF CAREER AWARENESS, EXPLORATION, AND PREPARATION IN ORDER TO NAVIGATE THE GLOBALLY COMPETITIVE WORK ENVIRONMENT OF THE INFORMATION AGE.

| Strand A: Career Awareness Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. | |
|--|--|
| 9.3.A.1 Identify reasons why people work and discuss how work can help a person achieve personal goals. | <ul style="list-style-type: none"> Discussion of work through Regions & NJ Units (Grade 4) and Community Unit (Grade 3) |
| 9.3.A.2 Identify various life roles and civic work-related activities in the school, home, and community. | <ul style="list-style-type: none"> Community official activities- Community Unit (Grade 3) |
| 9.3.A.3 Appraise personal likes and dislikes and identify careers that might be suited to personal likes. | <ul style="list-style-type: none"> Sally Ride Academy Career Books Write Source (Grade 4) |
| 9.3.A.4 Identify qualifications needed to pursue traditional and nontraditional careers and occupations. | <ul style="list-style-type: none"> Sally Ride Academy Career Books Write Source (Grade 4) |
| 9.3.A.5 Locate career information using a variety of resources. | |
| 9.3.A.6 Explain why knowledge and skills acquired in elementary grades lay the foundation for the future academic and career success. | <ul style="list-style-type: none"> Community Unit (Grade 3) |

**Flemington-Raritan Regional School District
Social Studies Curriculum
Grades K-2 Modifications**

**Grades K-2 Modifications
Modifications for Students with Support and Students with an IEP**

- ✓ Chunking reading and/or writing
- ✓ Modify test/quizzes: fewer choices, shorter version, allow for oral response, provide a word bank
- ✓ Guided reading of texts
- ✓ In-class support teachers, as needed
- ✓ Online resources that support reading
- ✓ Graphic organizers while reading or writing
- ✓ Cooperative learning structures
- ✓ Partner activities
- ✓ Flashcards
- ✓ Break long assignments into shorter tasks
- ✓ Extend test taking time
- ✓ Provide a word bank
- ✓ Keep an assignment sheet/planner
- ✓ Modify homework expectations
- ✓ Do not penalize for incorrect spelling, unless a word bank is given
- ✓ Provide preferential seating
- ✓ Allow students to verbalize before writing
- ✓ Assist with the organization of student materials/notebook
- ✓ Vocabulary work

Additional Modifications Specifically for ESL Students*

- ✓ Summaries/worksheets in Spanish
- ✓ Graphic Organizers
- ✓ Online resources to support reading
- ✓ Additional vocabulary exercises to learn content area and academic vocabulary
- ✓ Partner activities
- ✓ Cooperative learning structures
- ✓ Modified assignments/tests
- ✓ Variety of modes and forms for displaying understanding of concepts

Modifications for Gifted and Talented Students

- ✓ Alternate Texts
- ✓ Differentiated Texts
- ✓ Alternate/Tiered Assignments and Assessments
- ✓ Peer and Teacher Conferencing
- ✓ Cooperative Learning

KINDERGARTEN

**Flemington-Raritan Regional School District
Social Studies Curriculum
Kindergarten**

Pacing Guide

The pacing guide is based on 5 lessons per week. The order of the units may vary by building.

| | |
|----------------------------|------------------------------|
| My School and Me* | Approximately 2 weeks |
| Family | Approximately 1 week |
| Sharing and Giving | Approximately 2 weeks |
| Celebration of Lights | Approximately 2 weeks |
| Maps and Globes | Ongoing throughout the year |
| Key Historical Individuals | One- two days per individual |

*This unit is integrated throughout the school year in all units.

**Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies**

Unit: My School and Me

Essential Question(s):

- **What is citizenship?**
- **How does one become a contributing member of a community?**
- **What unique characteristics do individuals have?**
- **How do rules and laws protect people's rights?**

Understandings (Big Ideas):

- **Each citizen has rights and responsibilities.**
- **Good citizenship means following the rules and contributing to the community.**

| Kindergarten My School and Me | | | | |
|---|---|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Demonstrate an understanding of rules by following classroom routines | 6.1.P.A.1 6.1.P.A.2 6.1.P.A.3 6.1.4.A.1 6.3.4.A.1 | Students and teachers create and establish classroom rules Teacher establishes and models classroom rules | Discussion of classroom rules Teacher observation of students' behaviors during class activities | School Manners Booklet Activities from The Responsive Classroom- <i>The First Six Weeks</i> <i>We Can Get Along</i> by Lauren Murphy Payne |
| Demonstrate responsibility | 6.1.P.A.2 | Students are assigned and perform a variety of classroom jobs throughout the year | Teacher observation of students' behavior | Classroom Job Charts |
| Identify school rules and explain how the rules promote the common good | 6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.3.4.A.1 | Students and teacher discuss the school rules Students tour the school | Students follow the school rules and can tell why they help us | School Rules School Helpers Booklet |

| Kindergarten My School and Me | | | | |
|---|---|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | |
| | | School helpers make presentations about their roles at school | | Visits by school nurse, librarian, guidance counselor, principal and vice principal |
| Describe characteristics of oneself and others | 6.1.P.D.1 6.1.P.D.3 6.1.P.D.4 6.1.4.D.13 | Shared reading activities | Student's participation in discussions | <i>We Are Alike, We Are Different- Scholastic</i> |
| Recognize similarities and differences among classmates | | VIP activities/ Student of the Week | Teacher observation of VIP presentation | <i>I Like Me</i> by Nancy Carlson |
| | | Students make Me Posters | | <i>Will I Have a Friend?</i> by Mariam Cohen |
| | | Students participate in cooperative learning activities | | <i>Chester's Way</i> by Kevin Henkes |
| | | Teacher employs responsive classroom activities | | Poetry: Good Morning/Good Afternoon Songs |
| | | Students compare and contrast things that are alike and different with each other | Class list of similarities and differences or class members | "I Like to Be Me" by Rankin & Stenson |
| | | Students work together to create a class puzzle | Class puzzle | "A Special Kind of Me" by Rankin & Stenson |
| | | | | Responsive Classroom Songs & Poems: <i>The Morning Meeting Book</i> by Roxann Kriete |

**Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies**

| Kindergarten My School and Me | | | | |
|---|---------------------------------------|--|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | “T’m a VIP” by Janine Brady |
| Become familiar with the basic ideas of the U.S. Constitution | 6.1.4.D.5 6.1.4.D.17 | Teacher or principal does presentation of the meaning of the Constitution School Constitution Assembly and/or Constitution Day Activities | Class discussion | <i>I Pledge Allegiance</i> – Scholastic Books Constitution Day Activities |

Kindergarten Unit: Family

Essential Question(s):

- **What are the characteristics of a family?**
- **How are families alike and different?**
- **What are the roles people play in a family?**

Understandings (Big Ideas):

- **Each family is unique in its make up.**

| Kindergarten Family | | | | |
|--|--------------------------------------|---|------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... | | Students crate a family portrait/family strip | Family portrait | <i>Families Are Different by Nina Pellegrini</i> |
| Describe the characteristics of one' family and others | 6.1.P.D.1 6.1.P.D.2 6.1.4.D.14 | Shared reading about families | Discussion of books | Mercer Meyer books |
| | | Students compare family sizes using unifix cubes or graphs | | Unifix Cubes |
| Explain family roles | | Students use puppets to demonstrate different types of families | Students' responses | Family Puppets |
| | | Discuss different roles in a family | Discussion responses | |
| | | Shared reading books about families and roles | | |

Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies
Kindergarten Unit : Sharing and Giving

Essential Question(s):

- **How does cooperation help to meet your own and others' needs?**
- **How is life today (present day) different than life in the past?**
- **How did the Pilgrim's experience contribute to our country's development?**
- **How did the Pilgrims and the Native Americans cooperate to meet their wants and needs?**

Understandings (Big Ideas):

- **Cooperation helps us meet our own and others' needs.**
- **The Pilgrim experience is an important milestone in our country's history.**

| Kindergarten Sharing and Giving | | | | |
|---|---------------------------------------|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Understand that cooperation is a desirable way to meet their own or others' needs | 6.1.P.D.4 6.1.P.A.3 | Shared reading books about sharing Students share "scales" to create a rainbow fish Students participate in sharing day with another class Students make a painting for a friend or to donate to a charity | Students' responses "Scales" Teacher observation Painting | <i>The Rainbow Fish</i> by Marcus Pfister <i>Tico and the Golden Wings</i> by Leo Lionni <i>The Giving Tree</i> by Shel Silverstein <i>Frederick</i> by Leo Lionni |

**Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies**

| Kindergarten Sharing and Giving | | | | |
|--|--|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Identify how the Pilgrims and Native Americans children's daily lives were different from theirs | 6.1.4.D.2 6.1.4.D.4 6.1.4.D.14 6.1.4.D.17 | Shared reading about Pilgrims and Native Americans Students act out lives using Pilgrim puppets Students do various Pilgrim and Native American chores/crafts Students compare and contrast children's chores/lives today and in the past | Students' responses Class discussion Benchmark: Students sort pictures of past/present | <i>Sarah Morton's Day</i> by Waters <i>Samuel Eaton's Day</i> by Waters <i>Tapenun's Day</i> by Waters |
| Explain why we celebrate Thanksgiving in America | 6.1.4.D.2 6.1.4.D.4 6.1.4.D.14 6.1.4.D.17 | Shared reading- First Thanksgiving Students dramatize the story of the First Thanksgiving and the Pilgrim's journey Students reenact the First Thanksgiving | Students' responses Students identify important details of the First Thanksgiving | <i>The First Thanksgiving</i> by Jean Marzollo <i>Oh, What a Thanksgiving</i> by S. Kroll <i>The Pilgrim's First Thanksgiving</i> by Ann McGovern <i>The First Thanksgiving</i> by Laura Meined |
| Identify how the Pilgrims and the Native Americans helped each other to meet their wants and needs | 6.1.4.C.2 6.1.4.D.10 | Shared reading about Pilgrims and Native Americans Discuss what the Pilgrims needed when they got to the New World List the ways the Native Americans | Students' responses Discussion List | <i>One Little, Two Little, Three Little Pilgrims</i> by B.G. Hennessy <i>The Very First Thanksgiving Day</i> by Rhonda Gowler Greene |

**Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies**

| Kindergarten Sharing and Giving | | | | |
|--|---------------------------------------|--------------------------------------|--------------------------------|------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | helped the Pilgrims meet their needs | | |

Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies
Kindergarten Unit: Celebration of Lights

Essential Question(s):

- What are different family traditions?
- How do different cultures celebrate winter holidays?
- How are customs and traditions of these winter holidays similar and different

Understandings (Big Ideas):

- Each culture has different traditions and customs.

| Kindergarten Celebration of Lights | | | | |
|--|---|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Demonstrate an understanding of various family traditions within the classroom | 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4 | Create family tradition poster List of different family traditions | Tradition Poster List Class discussion | <i>Candletime ABC-</i> Heinemann Family Tradition Poster/Booklet |
| Become familiar with customs and traditions of the following holidays: Christmas, Kwanza, Hanukkah, Las Posadas, Diwali | 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4 6.1.4.D.13 | Shared reading about each holiday Students take an imaginary plane trip to each country. Display of artifacts, posters, clothing, etc. to reflect the holiday traditions and customs Play cultural music and do movement Invite family members to classroom to explain holiday traditions | List of holidays and countries Students identify a holiday or tradition for each country | <i>Candletime Series:</i> Jennifer Gillis – Heinemann <i>Diwali, Las Posadas, Lights for Gita, My First Kwanza, Light the Lights</i> Multicultural Rhythm Stick Fun- CD (Kimbo) Imaginary Passport |

**Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies**

| Kindergarten Celebration of Lights | | | | |
|--|---|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | Play Dreidel game Make Diya with model magic Make paper pointsettia Make a mkeka (Kwanza mat) Make a 3-D evergreen tree | Students explain the reason for each item | |
| Identify the similarities and differences between the five winter holidays | 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4 6.1.4.D.13 | Shared reading about holidays Compare and contrast the holidays Teacher records similarities and differences on a chart (es: number of lights, how long it lasts, traditional foods, presents given) Read Celebration of Light booklet together and review the holidays | Students' responses Class Chart | <i>Candletime Series- Candletime 1,2,3- Heinemann</i> Celebration of Light booklet T Chart |

**Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies
Kindergarten: Unit Maps and Globes**

Essential Question(s):

- What do maps and globes represent?
- How do maps and globes help us understand our world?

Understandings (Big Ideas):

- Maps and globes are representations of our world and help us understand its features.

| Kindergarten Maps and Globes | | | | |
|--|---------------------------------------|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Develop an awareness of the physical features of their school Understand directionality terms | 6.1.P.B.1 | Students tour the school (Bear Hunt, Gingerbread man Hunt, etc.) Use school map to identify terms: up, down, right, left, far, near, in front, behind | Teacher observation of students on hunt | School Map Left/Right Poem |
| Identify the difference between a map and a globe | 6.1.4.B.1 6.1.4.B.2 | Compare and contrast a map and a globe | Students' responses to questions | Maps Globes <i>Early Learning Skills- Nystrom</i> <i>A Bird's Eye View- 1st Book of Maps</i> |

**Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies**

| Kindergarten Maps and Globes | | | | |
|--|---------------------------------------|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Identify the land and water on a map and a globe | 6.1.4.B.1 6.1.4.D.2 | <p>Show the Pilgrim's journey on a map and a globe. Identify the water and the land.</p> <p>During Celebration of Light, locate each country on the map and compare the location to the last country the students "visited"</p> <p>Use maps and globes to locate any other countries discussed in class</p> <p>Earth Day puppet activity</p> | Benchmark: Identifying land and water on a map | <p>Maps</p> <p>Globes</p> <p><i>Early Learning Skills-</i> Nystrom</p> <p>Earth Day Puppet worksheet</p> |

Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies
Kindergarten Unit: Historical Individuals

Essential Question(s):

- How have certain historical figures shaped our American heritage?

Understandings (Big Ideas):

- There are many people who have made significant contributions to history.
- Our country has been shaped by the ideas of many different people.

| Kindergarten Historical Individuals | | | | |
|---|---------------------------------------|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Recognize Dr. Martin Luther King Jr.'s contributions to our country | 6.1.4.A.10 | Shared reading books about Martin Luther King Jr. Students discuss and participate in activities about fair/unfair practices Students do I Have a Dream writing piece | Students' responses Teacher observations Discussions Writing piece | <i>A Picture Book of Martin Luther King Jr. by David Adler</i> <i>Happy Birthday, Martin Luther King</i> by Marzollo <i>Land of Many Colors-Shcolastic</i> |
| Recognize George Washington's life and contributions to our country | 6.1.4.D.6 6.1.4.D.17 | Shared reading books about George Washington Class discusses George Washington's role as first president Identify George Washington on the quarter and dollar bill- Why was this important? Students participate in Presidents' Day parade | Students' responses Class discussion Teacher observation | <i>A Picture Book of George Washington by David Adler</i> <i>George Washington</i> by J. Giblin |

**Flemington-Raritan Regional School District
Kindergarten Curriculum
Social Studies**

| Kindergarten Historical Individuals | | | | |
|---|---------------------------------------|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Recognize Abraham Lincoln's life and contributions to our country | 6.1.4.D.6 6.1.4.D.17 | <p>Shared reading books about Abraham Lincoln</p> <p>Discuss Lincoln's contributions to the country</p> <p>Identify Lincoln on the penny- Why is this important?</p> <p>Make a paper log cabin</p> | <p>Students' responses</p> <p>Class discussion</p> <p>Teacher observation</p> | <p><i>A Picture Book of Abraham Lincoln by David Adler</i></p> <p><i>Just Like Abraham Lincoln by B. Waber</i></p> |

GRADE 1

**Flemington-Raritan Regional School District
Social Studies Curriculum**

**Pacing Guide
Grade 1**

| | |
|-------------------------|---|
| Me and My Community | September 4-6 weeks |
| Families | November 4 weeks |
| Holidays and Traditions | Throughout the year as appropriate 4-6 weeks |
| Natural Resources | April 2-4 weeks |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

Grade 1 Unit: Me and My Community

Overarching Essential Question(s):

- What does it mean to be a good citizen?

Topical Essential Question(s):

- Why is it important to get along and learn from one another?
- Why is it important for a community to have rules (laws)?
- What do good citizens do?
- Who are the people in my school and how do they help our community?
- What groups do we belong to (family, school, community)?
- What is the difference between a map and a globe and what do we use them for?

Understandings (Big Ideas):

- Each person is special and important to our classroom/school.
- Every individual is a member of a family, classroom, school, and community.
- Citizenship means being a contributing member of the classroom and school community.
- The United States Constitution guarantees certain fundamental rights by the use of rules (Constitution Day).

| Grade 1 Me and My Community | | | | |
|--|---------------------------------------|--|----------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Understand that citizenship begins with becoming a contributing member of the classroom community. | 6.1.P.A.1 6.1.4.A.11 | “I am a good citizen...” Activity- Students discuss things they can do to have a safe and successful classroom. Students use their ideas to complete the sentence: “We the Kids will ... for a class book celebrating Constitution Day | Discussion Class book | <i>We the Kids</i> by David Catrow Class Book Directions <i>Our Country- Write and Read books- Scholastic</i> <i>The Pledge of Allegiance-</i> no author- Cartwheel |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Me and My Community | | | | |
|---|---|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | Books/ Scholastic <i>I Am a Good Citizen</i> by Mary Salzmman <i>Who's Who in a School Community</i> by Jake Miller <i>"The Monster at School"</i> |
| Explain how rules and laws are developed to protect people's rights and the security and welfare of society (school community). | 6.1.4.A.2 ELA SL1.1, SL1.2, SL1.3, SL1.5 | Teacher reads the short story "The Monster at School" Responsive Classroom activity to develop class rules and rule making procedures Teacher reads <i>The Honest to Goodness Truth</i> . Students review what rules were broken in the book. Teacher discusses I'm sorry I _____ statements and apology of action Teacher reads <i>Oliver Button is a Sissy</i> . Students review what rules were broken in the book. Teacher discusses self-control and models time out and loss of privilege. Students try time out and discuss. The class makes a poster. | Class Rules I'm sorry statements Discussion and poster | Rules and Government (Benchmark Ed.) <i>What Are Some Rules at School?</i> Responsive Classroom guidelines for class rules <i>The Honest to Goodness Truth</i> by McKissack <i>Oliver Button is a Sissy</i> by Tomie DePaola Poster Criteria <i>Rules</i> by Brenda Parkes-Newbridge Discovery Links- Emergent reader <i>Rules Are Cool-</i> by Brenda Stein Dzaldov & |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Me and My Community | | | | |
|---|---------------------------------------|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | Cheryl Urback- InfoTrek/ ETA |
| Explain how helpers at school make a contribution to the school community | ELA SL1.1, SL1.2,SL1.3, | <p>Teacher and students decide what they would like to know about school helpers- Develop interview questions</p> <p>Class interviews a school helper- Examples: Principal, vice principal, custodian, bus driver, special area teachers, cafeteria aides, nurse, guidance counselor, teacher assistant, etc.</p> <p>Teacher models All About Book on their school helper with shared writing</p> | <p>Interview questions</p> <p>Interview information</p> <p>All About Books</p> | <p>Teacher –Created interview questions</p> <p><i>Nonfiction Writing-Units of Study for Primary Writing-Lucy Calkins</i></p> <p><u>Heinemann Series</u> <i>Manners at School</i> <i>Manners in the Library</i> <i>Manners at the Playground</i> <i>Manners on the Bus</i> <i>Manners with Library Book</i> <i>Manners in the Lunchroom</i></p> <p><i>Working at a School</i> by Katie Marsico</p> <p><i>Imagining the Future Schools of the Past, Present, and Future</i> by Linda Bozzo</p> <p><u>Pearson books:</u> <i>Are You the New Principal?</i> DRA level 8</p> |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Me and My Community | | | | |
|---|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | <i>Yesterday and Today- Going to School-</i> DRA level 12 <i>My Favorite School Helper-</i> DRA level 8 <i>The Reading Lesson-</i> DRA level 6 |
| Understand that citizens can affect their community by helping others and taking action | ELA SL1.1, SL1.4 W1.2, W1.5, W1.6, W1.7 | Students discuss what a new student to the classroom/school would need to know Students write a How To book on a topic to help a new student (How to buy lunch, How to get a book from the library, etc.) Students discuss issues in the school they would like to make better/change (more recess time) Teacher models opinion piece with shared writing. Teacher writes a letter (opinion) about issue and how it could be improved | How to Books Students' responses Letter | <i>Units of Study for Primary Writing: Nonfiction Writing: Procedures and Reports - Lucy Calkins</i> Criteria for opinion letter |
| Compare and contrast information that can be found on different types of maps and determine when the information may be useful. | 6.1.4.B.1 | Read Aloud- <i>Me on the Map</i> Students create a class map with a map key | Class Map | <i>Me on the Map</i> by Joan Sweeney Materials and directions for school and class maps |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Me and My Community | | | | |
|--|---------------------------------------|---|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <p>Students create a school map with a map key</p> <p>Students use a compass to determine North, South, East, and West in the classroom</p> | School map | <p><i>Looking at Maps and Globes (Rookie Reader About Geography)</i> By Carmen Bredeson</p> |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

Grade 1 Unit: Families

Overarching Essential Question(s):

- What are the characteristics and needs of families?

Topical Essential Question(s):

- How are families alike and different?
- How do families change over time?
- How do wants, needs, and the availability of resources affect families' decisions?

Understandings (Big Ideas):

- Each family is unique in its makeup and will evolve over time.
- Families make decisions based on their needs, wants, and availability of resources.

| Grade 1 Families | | | | |
|--|---------------------------|---|-----------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Distinguish between wants and needs Explain how wants and needs influence decisions made by individuals and families (earning, counting, spending and saving money) | 6.1.4.C.2 | Students identify the needs of every human- clothing, food, and shelter Students sort pictures of wants and needs. | Discussion responses Sorts | <i>Earning Money by Tanya Thayer</i> <i>Counting Money by Tanya Thayer</i> <i>Do I Need It? Or Do I Want It? - Lerner</i> <i>The First Thanksgiving by Linda Hayward</i> <i>The Bag I'm Taking to Grandma's by Shirley Neitzel</i> |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Families | | | | |
|--|---|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | <p>Cooperative Learning by Spencer Kagan</p> <p><i>What Do We Need? - Creative Teaching Press</i></p> <p><i>Clothes From Many Lands</i> by Mike Jackson- Steck-Vaughn Co.</p> <p><i>A Shopping Trip</i> by Jill Bever & Sheilah Currie- ETA InfoTrek</p> <p><i>What If...?</i> Jill Bever & Sheilah Currie- ETA InfoTrek</p> |
| Describe and compare the characteristics of oneself, one's family and others (*Holocaust Activity) | <p>6.1.P.D.1</p> <p>ELA SL1.1, SL1.2, SL1.3, W1.7</p> | <p>Teacher reads story aloud. Students make their own family tree by tracing and cutting out a tree trunk, tracing hands for each family member, labeling them, and gluing to their tree.</p> <p>Students work with a partner to create a Venn Diagram comparing their families</p> <p>Students create a class bar graph to compare the number of people in their families</p> | <p>Students' trees</p> <p>Completed Venn Diagrams</p> <p>Class graph</p> | <p><i>Families Are Different</i> by Nina Pelligrini</p> <p><i>The Talking Crayon Box</i> by Shane DeRolf</p> <p><i>National Geographic Families</i></p> <p><i>All Kinds of Families</i> by Norma Simon</p> <p><i>Whose Mouse Are You?</i> by</p> |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Families | | | | |
|--|---------------------------------------|---|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | Students' glyphs | Robert Kraus <i>All About You</i> by Catherine & Laurence Anhold- Big Book All About Me packet <i>What is a Family?</i> by Gretchen Super |
| Identify how families change over time | ELA W1.7 | Students create a family timeline | Timelines | Pearson: <i>Yesterday and Today Having Fun</i> by Phylliss Adams |
| Identify and explain family roles | 6.1.P.D.4 | Students create a class web chart of family jobs to show how all members are dependent on one another | Class chart | <i>Families Are Different</i> by Nina Pelligrini <i>What is a Family?</i> by G. Super <i>Meet Our Families</i> by Jill Bever & Sheilah Currie ETA InfoTrek <i>My Jobs</i> by Norma Kennedy, Doug Ramsey & Pat Shields- ETA InfoTrek |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

Grade 1 Unit: Holidays and Traditions

Overarching Essential Question(s):

- What do the events and people we celebrate tell us about our traditions and culture?
- Why are certain people and events celebrated?

Topical Essential Question(s):

- Why are some historical symbols and holidays important to United States history?
- Why are some traditions recognized throughout the world?
- What are some of the key historical events, documents, and people who led to the development of our nation?
- How did folklore and the actions of famous historical and fictional characters contribute to our national heritage?
- What were the actions of Dr. Martin Luther King Jr. and other civil rights leaders?

Understandings (Big Ideas):

- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- Key historical events and individuals led to the development of our nation.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- Folklore and the actions of famous historical and fictional characters contributed to our national heritage.

NOTE: The Unit is integrated throughout the curriculum and school year

| Grade 1 Holidays and Traditions | | | | |
|---|---------------------------------------|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Identify key historical events, documents, and individuals who were important in the development of our nation. | 6.1.4.D.5 | Students read books about Christopher Columbus and locate America on the map Students read various books about George Washington and Abraham Lincoln. Students discuss how they were important to our country | Student discussion Students' discussion | Books on Christopher Columbus Books on George Washington and Abraham Lincoln <i>Young George Washington- America's First President- Harcourt</i> |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Holidays and Traditions | | | | |
|--|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | ELA RI1.1, RI1.2, RI1.3, W1.2, W1.5, W1.6 | <p>Students write “If I were President, I would...”</p> <p>Students make mini-books about the presidents</p> <p>Students create a Venn Diagram about Washington and Lincoln</p> <p>Read Aloud- The First Thanksgiving- Students write about what they are thankful for</p> | <p>Writing</p> <p>Mini-books</p> <p>Venn diagram</p> <p>Students’ writing</p> | <p>Brace</p> <p><i>George Washington and the General's Dog</i> by Frank Murphy- Step into Reading/ Random House</p> <p>Writing Criteria</p> <p><i>A Picture Book of George Washington</i> by David A. Adler- Scholastic</p> <p><i>George Washington Our First President</i> by Garnet Jackson- Scholastic</p> <p><i>A Picture Book of Abraham Lincoln</i> by David A. Adler- Scholastic</p> <p><i>Abe Lincoln's Hat</i> by Martha Brenner- Scholastic</p> <p>Directions and criteria for mini-books</p> <p><i>The Pilgrims</i> by Kate Waters- Big Book Magazine</p> |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Holidays and Traditions | | | | |
|---|---|--|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | <i>The First Thanksgiving</i> by Linda Hayward |
| Explain how folklore and the actions of famous historical and fictional characters contributed to our national heritage. | 6.1.4.D.12 | <p>Read Alouds on Johnny Appleseed- Students may respond to the story in a variety of ways- graphic organizer, retelling of the story, why Johnny Appleseed was important</p> <p>Students explain some “lore” about famous historical figures- George Washington and the cherry tree, “Honest Abe”, etc.</p> | Students’ responses | <p><i>Johnny Appleseed</i> by Steven Kellogg</p> <p>Books about George Washington and Abraham Lincoln</p> |
| <p>Identify how a culture includes traditions, popular beliefs, and assumptions that are generally accepted by a particular group of people.</p> <p>Recognize that cultures are similar and different</p> | <p>6.1.4.D.13 ELA SL1.1, SL1.2,SL1.3</p> <p>6.1.P.D.4</p> | <p>Read aloud for each holiday accompanied by a learning activity. (Examples: Kwanzaa, Chinese New Year, Cinco de Mayo, Hanukah)</p> <p>Students review their Hopes and Dreams from the beginning of the year and write New Year’s resolutions</p> <p><i>Latkes, Latkes Good to Eat</i>- Students learn about Hanukah and play driedel</p> <p>Discuss holiday traditions in other parts of the world.-Look at tradition through special clothes worn, activities, foods eaten, and decorations- How did each of these come to be part of the tradition or celebration?</p> | Students’ resolutions | <p><i>Kwanzaa</i> by Sandy Sepehri <i>Chinese New Year</i> by Sandy Sepehri</p> <p><i>Lion Dancer/Ernie Wants Chinese New Year</i> by Kate Waters & Madeline Slovenz-Low- Scholastic</p> <p><i>Latkes, Latkes Good To Eat</i> by Naomi Howard</p> <p><u>Mir Tamim Ansary</u> <u>Holiday History series</u> <i>Memorial Day</i> <i>Veteran’s day</i> <i>MLK</i></p> |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Holidays and Traditions | | | | |
|--|---------------------------------------|--|-------------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Demonstrate an understanding of family roles and traditions | 6.1.P.D.1 ELA SL1.1 | Students write about a favorite holiday tradition. Read, discuss and have students participate in a variety of activities about American Holidays such as President's Day, Veteran's Day, Columbus Day, Flag Day, Independence Day, and Labor Day | Students' writing | <i>American Holidays Series</i> Permabound |
| Describe why it is important to understand the perspectives of other cultures in our interconnected world | 6.1.P.D.4 | Read Aloud- <i>My Name is Johari</i> - Students discuss the importance of names | Students' responses | <i>My Name is Johari</i> by Anne Sibley and Lisa Trumbauer |
| Learn about the cultures within the classroom and the school community | | Parent volunteers share aspects of their cultures with students – Compare and contrast cultures of classmates | | Parent Volunteers |
| Compare and contrast information that can be found on different types of maps and globes and determine when the information is useful. | 6.1.4.B.1 | Students use a map to locate the countries of the traditions they are celebrating- Discuss how the location influence the activities, clothes, food, decorations of the tradition? | | Maps and globes |
| Describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders affected our country | 6.1.4.A.10 | Read Alouds- Young Martin Luther King Jr., Martin's Big Words, "I Have a Dream"- Students form their own dreams for the world Students review Martin Luther King Jr.'s actions on a timeline | Student Writing Timeline | <i>Young Martin Luther King Jr.</i> "I Have a Dream" by Joanne Mattern The March by Jane Ann Thomas- Nystrom <i>Martin Luther King Jr. by</i> |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Holidays and Traditions | | | | |
|--|---------------------------------------|---|-------------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | ReadWriteThink Lesson- Tour Martin Luther King Jr's house and discuss his life | Student's observations and comments | Wil Mara- Children's Press/ Scholastic <i>Martin's Big Words</i> by Doreen Rappaport-Scholastic www.readwritethink.org |
| Explain how historical symbols and the ideas and events they represent play a role in understanding our history. | 6.1.4.D.17 | Identify the following: Pledge of Allegiance, American Flag, Statue of Liberty, Whitehouse, Washington Memorial, Lincoln Memorial Virtual tours of monuments?- What do the monuments represent? Why are the important? | | <i>Sweet Land of Liberty</i> by Callista Gingrich <i>The Statue of Liberty</i> by Lucille Recht Penner <u>Tristan Boyer Binns</u> <u>Symbols of Freedom Series</u> <i>The American Flag</i> <i>The White House</i> Monuments on coins and why they are there (Integrate in math) |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

Grade 1 Unit: Natural Resources

Overarching Essential Question(s):

- How do natural resources affect people's lives?

Topical Essential Question(s):

- How do maps and globes present information and how do I determine what kind of map or globe I need to use?
- How does the access to and use of natural resources affect the people of the world?
- How do people choose to use, care for, and preserve natural resources?

Understandings (Big Ideas):

- Access to and the use of natural resources affects the recreation of people in a region.
- People make choices about how to use, care for and preserve resources and these choices influence their lives.

| Grade 1 Natural Resources | | | | |
|---|---------------------------------------|--|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <p>Students will be able to...</p> <p>Compare and contrast the different types of maps and determine when the information may be useful.</p> | | <p>Review what a map is, what a globe is and when to use each</p> <p>Locate the poles and equator on a map</p> <p>Discuss how the climate may be different nearer to the equator or poles</p> <p>Locate land and water (oceans) on the map</p> <p>Identify and locate landforms- mountains, plains, lakes, and deserts, rivers</p> | | <p>Maps and globes</p> <p><i>Looking at Maps and Globes (Rookie Reader About Geography)</i> By Carmen Bredeson</p> <p><i>Map It! Newbridge Early Social Studies</i></p> <p><i>Caring for Our Land – Newbridge Early Social Studies</i></p> <p><i>Follow the River by Jane Manners- iOpeners- Pearson- Part of Shared</i></p> |

**Flemington-Raritan Regional School District
Grade 1 Social Studies Curriculum**

| Grade 1 Natural Resources | | | | |
|--|---------------------------------------|---|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | Reading Materials |
| Compare and contrast how access to and use of resources affects people across the world differently. | | Discuss how climate/temperature of a region affects recreation | Students' discussion | |
| Compare ways people choose to use, care for, and preserve natural resources. (Earth Day) | ELA W1.1, W1.5, W1.6, W1.7 | Define and identify natural resources Students discuss ways to care for natural resources. Students write a letter (opinion) about issue and how it could be improved (issue at school or home). | Students' letters | <i>The Lorax</i> by Dr. Seuss Pearson Big Book <i>Follow a River</i> by Jane Manners <i>Earth Day</i> by Mir Tamim Ansary <i>Earth Day</i> by Molly Aloian |

GRADE 2

**Flemington-Raritan Regional School District
Social Studies Curriculum**

**Pacing Guide
Grade 2**

| | |
|-------------------------|---|
| Map Skills/Geography | 6 Lessons *Ongoing throughout the year |
| Historical Biographies | 16 Lessons |
| Colonial Times to Today | 18 Lessons |
| Communities | 16 Lessons |

**Flemington-Raritan Regional School District
Grade 2 Social Studies Curriculum**

Grade 2 Unit: Geography

Overarching Essential Question(s):

- What is geography and how does it affect our society?

Topical Essential Question(s):

- How are maps and globes similar and different?
- What are essential parts of a map?
- When should you use a map? a globe?
- What are the continents and major bodies of water on the planet?
- Why are maps and globes important?

Understandings (Big Ideas):

- The essential parts of a map include the following: title, compass rose, map key, and scale.
- Maps and globes serve different purposes.
- The Earth is made of seven continents and four oceans.

| Grade 2 Geography | | | | |
|--|------------------------------|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Compare and contrast maps and globes | 6.1.4.B.1 | Explore maps and globes and create a Venn Diagram for them Put out various maps and globes and have students identify the features of each, creating their own understanding | Venn diagram Students' responses | <i>Looking at Maps and Globes-</i> Carmen Bredeson <i>Maps and Globes-</i> Jack Knowlton Nystrom resources <i>National Geographic Map Essentials</i> Learn 360 "Map Skills for Beginners-Maps" & "Map Skills for Beginners- Globes" |

**Flemington-Raritan Regional School District
Grade 2 Social Studies Curriculum**

| Grade 2 Geography | | | | |
|--|---|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Identify components of a map including compass rose, map key, scale, and title | 6.1.4.B.2 | Students listen to “Hungry Kid” poem, complete comprehension questions, and create own map Reproducible map activities from books and online | Student’s map- Students’ responses | Checklist for Map “Hungry Kid” – Shel Silverstein <i>Can You Read A Map?</i> -Rozanne Lanczak Williams <i>Reading Maps</i> - David Rhys <i>Map It</i> Elspeth Leacock Map Parts-Kate Torpie <i>Around and About: Maps and Journeys – Grade 2 Map Skills :Building Skills by Exploring Maps</i> - Creative Teaching Press <i>Maps for the Overhead: Neighborhoods and Communities</i> - Scholastic –Catherine Tamblyn Learn 360-“Map Skills for Beginners- Maps” LJ Interactive-“Kids World Maps” iPad App |
| Use a map to locate the seven continents and four oceans | 6.1.4.B.1 | Identify country, continent, ocean, and boundary- Create an imaginary country Traveling Flat Stanley and Flying Cow projects Reproducible Map activities from packet | Students’ responses | <i>Flat Stanley</i> <i>Cows Can’t Fly</i> Learn 360-“Continents and Oceans of the World” Globe for iPad App iLearn- Continents & Oceans (Free App) |

**Flemington-Raritan Regional School District
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| Grade 2 Geography | | | | |
|---|------------------------------|--|------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | <p>Name the Continents Game http://www.softschools.com/social_studies/continent/s/maps.jsp Around the World Webquest http://warrensburgk12.mo.us/webquest/continents/index.htm</p> <p>Find the Continents http://www.playkidsgames.com/games/findContinents/</p> |
| Use cardinal directions and map key to locate places on a neighborhood map. | 6.1.P.B.1 | <p>“New Jersey” Map activity- Students use compass rose, map key, and reading the map to answer questions</p> <p>Reproducible map activities from National Geographic Map Essentials</p> | Activities | <p><i>Walk on the Map</i>- Mel Campbell</p> <p><i>Around and About: Maps and Journeys – Grade 2 Map Skills :Building Skills by Exploring Maps</i>- Creative Teaching Press</p> <p><i>Maps for the Overhead: Neighborhoods and Communities</i>- Scholastic –Catherine Tamblyn</p> <p>Learn 360- -“Map Skills for Beginners- Maps”</p> |
| Identify the location of the United States of America on a world map and globe and explain it is a country on the North American continent. Locate New Jersey on the map. | 6.1.4.B.3 | <p>Read <i>Me on the Map</i> – Students then complete activity to identify their house, number, town, state and country</p> <p>Use of maps in the classroom</p> | Students’ activity | <p><i>Me on the Map</i>- Joan Sweeney</p> <p>Learn 360-“The Scrambled States of America”</p> <p>GoogleEarth</p> <p>Globe for iPad App (free)</p> <p>Learn U.S. States App (Free)</p> |

**Flemington-Raritan Regional School District
Grade 2 Social Studies Curriculum**

Grade 2 Unit: Historical Biographies

Overarching Essential Question(s):

- How have people from the past contributed to our world and the future?

Topical Essential Question(s):

- What people have contributed significantly to history?
- How has our country been shaped by these historical figures?
- How were historical figures viewed by the people of their time?
- How can I find information about a historical figure? How does this writing differ from fiction writing?
- How can I identify the genre of biography?

Understandings (Big Ideas):

- There are many people who have made significant contributions to history.
- Our country has been shaped by the ideas of many different people.
- Prejudice and stereotyping can cause conflict.
- The biography genre has specific characteristics and kinds of writing.

| Grade 2 Historical Biographies | | | | |
|---|---------------------------|---|---|-------------------------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Identify and describe a variety of important people in history. | 6.1.4.D.6 | <p>To introduce the genre, pose the question, “What do all these books have in common?” Give each child a biography and allow them time to read, browse, and explore before changing books with a classmate. Continue several times so students have books to compare.</p> <p>Generate a list of features of a biography. Students may compare to How-to or other nonfiction writing.</p> | <p>Students’ comments</p> <p>Class list of features about the genre</p> | Series- <i>A Picture Book of...</i> |

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| Grade 2 Historical Biographies | | | | |
|--|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | ELA RI2.1, RI2.2, RI2.3, RI2.5 | Brainstorm a list of historical figures. Allow students time to explore several people before deciding on a person to study (Allows for differentiation according to reading level) | List of historical figures | |
| Use appropriate resources to answer questions about a historical figure | 6.1.4.C.16 ELA 2 RI2.5, W2.2, W2.5, W2.7 | Students brainstorm questions they want to know about their historical figure (place of birth, date of birth, places lived, life as a child, what made them famous, how they made a difference, and interesting facts) Students use a graphic organizer with guiding questions to help them collect research Students use resources to answer questions about their historical figure | List of questions Graphic Organizers Students' answers to questions | <i>Easy Reader Biographies- Scholastic Series</i> Heinemann Interactive library <i>First Biographies- Pebble Books</i> <i>Rookie Biographies- Scholastic Series</i> Graphic Organizers <i>Lives and Times- Heinemann</i> |
| Explain how historical figures have affected the U.S. and the world Design an informative presentation to tell others | 6.1.4.C.16 ELA2 W2.7, W2.8, W2.9 SL2.2, SL2.3, | Martin Luther King activities Create a class timeline for a figure Students design a presentation about their historical figure and his/her | Class Timeline Presentation | Timeline directions Presentation Criteria (Vary per project) |

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Grade 2 Social Studies Curriculum**

| Grade 2 Historical Biographies | | | | |
|---|---------------------------------------|---|--|----------------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| about their historical figure Identify important facts in a presentation | SL2.5 | contributions. Possible formats: -Living Wax Museum- Students dress up as figure and orally present information to parents, classmates, and other -Shoebox Project- Students decorate a shoebox about the person including items of significance to the person- Explain the importance of the items chosen to display- Share with class -Biography Cube- Students create a cube with specific information about the figure on each side- Explain and present to class -Powerpoint/Prezi Presentation- Students use technology to explain significant items about their figure | | Biography Benchmark Rubric |
| Provide appropriate feedback to peers about a presentation | ELA SL2.2, SL2.3 | Students ask questions of their peers, make connections to their own research, and link biographic information about their figures | Students' comments and feedback to peers | Feedback guidelines |

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| Grade 2 Historical Biographies | | | | |
|--|--|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Explain how the actions of historical people contributed to the American National Heritage | 6.1.4.D.12 ELA SL2.5 ELA SL2.1 | Through research and presentation options, students identify the significance of their historical figure and their impact on history (Teacher should be sure to address this during the question portion of the presentations) President's Day Activities -Students read about Abraham Lincoln, George Washington, My Teacher for President, etc. and discuss the contribution of each specific president and all leaders | Timelines and other presentation rubrics Students' written and oral responses | <i>My Teacher for President</i> Presentation rubrics President's Day Activities- Venn Diagrams, Graphic organizers, online reproducibles Readwritethink Lessons on Presidents – www.readwritthink.org |
| Explain that the U.S. is comprised of people from many other nations and cultural and ethnic backgrounds | 6.1.4.D.15 | See Living Wax Museum and other presentation ideas Students complete timeline or final book project | Presentation Rubrics Final projects or timeline | Presentation Rubrics |
| Use examples from the past and present to show how prejudice and stereotyping have led to conflict. | 6.1.4.D.16 6.3.4.D.1 | See Living Wax Museum and other presentation ideas Martin Luther King, Jr. Day Activities- View "Holiday Facts & Fun: Martin Luther King Day, 2 nd ed." or read <i>Young Martin Luther King</i> or other nonfiction books Have students create their own written dreams extending the message MLK | Timeline and book project Students written dreams | Presentation Rubrics Learn 360- Holiday Facts & Fun: Martin Luther King Day, 2 nd ed or "Harriet Tubman" <i>Young Martin Luther King</i> <i>Follow the Drinking Gourd</i> |

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| Grade 2 Historical Biographies | | | | |
|--|---|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | wanted to share Guided or Shared Reading- <i>Follow the Drinking Gourd</i> - Students learn the significance of slavery in American history and identify the treatment of people based upon skin color | Comprehension of <i>Follow the Drinking Gourd</i> | ReadWriteThink lessons on Martin Luther King- www.readwritethink.org |
| Explain the significance of historical symbols, ideas, and events in the history of the U.S. | 6.1.4.D.17 ELA RI2.1, RI2.5 | Constitution Day Packet of symbols and activities Read <i>I Pledge Allegiance to the Flag</i> and discuss the significance of the American flags, symbols and colors. Students create their own family ‘flag’ using symbols that are important to them. Research the significance of colors so students can choose ones that best represent them Veteran’s Day- Discuss the significance of Veteran’s Day using books/videos. Students can bring in pictures of a veteran and complete the written portion to match the picture, identifying the person, branch of military, and how long they served | Students’ flags Veteran’s Day Activity | <i>I Pledge Allegiance to the Flag</i> Constitution Day packet and lessons Learn 360- “Holiday Facts & Fun: Martin Luther King Day, 2 nd ed.”, “Harriet Tubman”, “The Constitution: Rights and Liberty”, Holiday Fun & Facts: Veteran’s Day”, ‘The Journey of the One and Only Declaration of Independence”, Holiday Fun & Facts: President’s Day” <i>The Flag We Love</i> - Pam Munoz Ryan <i>America’s Symbols</i> |

Assessment: Historical Biography Project

**Flemington-Raritan Regional School District
Grade 2 Social Studies Curriculum**

Grade 2 Unit: Colonial Times to Today

Overarching Essential Question(s):

- How do present communities compare to the colonial community?

Topical Essential Question(s):

- What was daily life like in colonial times?
- What were the responsibilities of community members in colonial times?
- What comparisons can children make between their daily lives and the lives of children in the colonial period?
- What challenges did the colonists encounter and how did they resolve them?

Understandings (Big Ideas):

- Colonists used natural resources to meet their needs and to establish their communities.
- Colonists came to America for freedom and a new way of life.
- There are similarities and differences between the colonial times and today as we compare jobs, clothing, work, school, and play.

| Grade 2 Colonial Times to Today | | | | |
|--|--|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Explain the different events/causes involved in the creation of the new colonies in America. | 6.1.4.A.1 6.1.4.D.2 6.1.4.D.5 6.3.4.A.1 | Discuss reasons why students might move to a new town and why the colonists left England to move to America Explain why rules are necessary in society and describe the responsibilities of a good citizen Develop knowledge of the voyage of the Mayflower— Students complete a writing activity identifying what they would bring with them to the New World and why | Students' discussion Rules discussion Students' written responses | <i>On the Mayflower</i> <i>If You Sailed on the Mayflower</i> <i>Video- The Mayflower Voyagers</i> Digital Resource: www.MayflowerHistory.com/passengers |

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| Grade 2 Colonial Times to Today | | | | |
|---|--|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | ELA SL2.1, S.2.3, SL2.4 | After viewing The Mayflower Voyagers, discuss how people felt about coming to the New World. Make connections with students if they have moved. Complete video reflection (written) to identify two things they have learned and one thing they are wondering Use activity to have students create their own “puppet” show with people and ships to retell the story of coming to the New World | Students’ discussion Puppet Show | Learn 360- “Who’s Stepping on Plymouth Rock” |
| Distinguish between wants and needs. Classify into categories of food, shelter, protection, and tools | 6.1.4.C.1 6.1.4.C.2 | Read- <i>If You Sailed on the Mayflower</i> pg. 14-30- Discuss wants/needs Create a travel chest including 5 needs to take on a voyage to the New World and 1 want- Students explain reasons for taking items | Travel Chest | <i>If You Sailed on the Mayflower</i> Travel Chest criteria Learn 360- “Who’s Stepping on Plymouth Rock” |
| Identify the role of Native Americans in the development of the American colonies. | 6.1.4.D.11 6.1.4.D.13 6.1.4.D.20 | Partner Prediction Activity- How could Native Americans have helped the settlers? Read about Squanto, focusing on the food, environment, clothing and shelter Students identify the Native Americans who would have interacted with the | Students’ predictions Revise predictions | <i>Squanto-Pilgrim Adventure Squanto-Biography</i> <i>Eastern Woodland Indians</i> Video- <i>The Mayflower Voyagers</i> Learn 360 “The Pilgrims of Plymouth” |

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| Grade 2 Colonial Times to Today | | | | |
|---|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | Jamestown/Plymouth settlers Read about Powhantans/Wampanoag | | |
| Explain the events (causes and effects) that preceded the First Thanksgiving | 6.1.4.D.15 6.1.4.D.18 | Read about and discuss Thanksgiving traditions Timeline of events leading to First Thanksgiving | Discussion Timeline | <i>Squanto's First Thanksgiving</i> "The Story of the Pilgrims" (scanned resource) Learn 360- "Holiday Facts & Fun: The First Thanksgiving" (Video explains current thanksgiving traditions and returns to history to explain the significance and events leading to the First Thanksgiving. It includes information o how and when it became a national holiday.) |
| Compare and contrast communities in colonial times with communities of today. Identify differences in the major components of communities. | 6.1.4.C.17 6.1.4.C.18 ELA RI2.1, RI2.2, RI2.9, SL2.1, SL2.3 | Read <i>If You Lived in Colonial Times</i> and create a Venn Diagram comparing colonial times to today Students have Colonial Times packet and compare food, clothing, transportation, schooling, life of children, jobs, and travel. Before reading a portion of the packet, read the section of <i>If You Lived in Colonial Times</i> that corresponds to it. Students complete a written connection. Share with partner, class, small group, etc. | Venn Diagram Students' connections and discussions Completed packet | <i>If You Lived in Colonial Times-Ann McGovern- Scholastic</i> Colonial Times packet Venn Digram <i>The Library of Living and Working in Colonial Times – A Day in the Life of.. Permabound</i> Learn 360- "Communities of the Past" & "How Communities are Alike and Different" |

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| Grade 2 Colonial Times to Today | | | | |
|---|---------------------------|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Compare students' daily life and responsibilities with those of colonial children | 6.1.4.C.17 6.1.4.C.18 | <i>If You Lived In Colonial Times</i> -classbook | Classbook | <i>If You Lived in Colonial Times</i> - A. McGovern |
| | ELA RI2.1, RI2.9 | Venn diagram to compare Sarah Morton to Samuel Eaton and/or Venn diagram to compare Sarah Morton to self or Samuel Eaton to self | Venn Diagram | <i>Sarah Morton's Day</i> - K. Waters-Scholastic <i>Samuel Eaton's Day</i> - K. Waters-Scholastic |
| | ELA W2.2 | Students write a journal entry pretending to be a child in colonial times. What would they be doing? What was their life like? Students participate in Colonial Day celebration activities | Journal Entry Writing about daily responsibilities | <i>Kids in Colonial Times</i> – L. Wroble Journal and writing criteria Colonial Day activities |

Assessment: Journal Entry or Writing Assignment about Responsibilities

**Flemington-Raritan Regional School District
Grade 2 Social Studies Curriculum**

Grade 2 Unit Communities

Overarching Essential Question(s):

- **How can someone “serve” the community?**

Topical Essential Question(s):

- **What is a community?**
- **How has Flemington grown and changed over time?**
- **How do people use our environment?**
- **How is money used for goods and services?**
- **How can children make a difference in their community?**

Understandings (Big Ideas):

- **Good citizens serve their communities in many ways.**
- **Communities grow and change in many ways.**
- **Goods and services form an economy.**

| Grade 2 Communities | | | | |
|--|---|--|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... Explain the importance of money in the everyday lives of the citizens of a community, identifying the terms consumer, buyer, producer, worker, and seller. | 6.1.4.C.1 6.1.4.C.2 6.1.4.C.6 6.1.4.C.10 6.1.4.C.11 | Teachers will use the “Flemington: Then and Now” packet in a variety of ways which may include but are not limited to: Copy a packet for each student Create questions for students to answer as they read. Use a document camera or other technology to read the packet together | Students’ responses | Document Camera or Smartboard “Flemington: Then and Now” Packet (Appendix) |

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| Grade 2 Communities | | | | |
|--|---------------------------------------|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Explain the importance of money in the everyday lives of the citizens of a community, identifying the terms consumer, buyer, producer, worker, and seller. | ELA RI2.1, RI2.2,RI2.8 SL2.1 | <p>Read a section of the packet and discuss questions as a whole class or have students complete individually</p> <p>Integrate Everyday Math activities that focus on counting money and making change. During the lessons, focus on the buyer and seller. Identify the importance and use of money. Discuss purchases and fiscal responsibility.</p> <p>After reading books about goods and services, discuss the terms and the experiences students have. Before teaching: Students share ideas on goods and services to determine their prior knowledge</p> <p>After Reading: Have students generate a list of goods and services. Have them select one item from each category to explain in detail.</p> | <p>Students' participation in activities and discussion</p> <p>Students' discussion and ideas</p> <p>Students' lists and explanations</p> | <p>Everyday Math- Grade 2-</p> <p><i>Can we Get That Here?</i> By Donna Foley- Pearson/Scott Foresman Social Studies</p> <p><i>Goods and Services-</i> Gilliam Houghton</p> <p><i>At the Market</i> – Nadine Golden</p> <p><i>Work Around the Clock-</i> Michele Lyons</p> <p>Digital Resources; Learn 360- “Why People Work in Communities”</p> |

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| Grade 2 Communities | | | | |
|--|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <p>Explain that a community is an evolving group of people living and/or working together.</p> <p>Explain how communities can vary and change.</p> | <p>6.1.4.D.11</p> <p>ELA RI2.1, RI2.2, RI2.6, RI2.9 W2.2</p> | <p>After students have read about the three types of communities and the essential components of each, they create a “Types of Communities” brochure with sections on urban, suburban, and rural. Students can illustrate, write or list characteristics of each type of community. On the two remaining folds, students can make a section for “What Communities Have” and “My Connections” where they can share their personal experiences in each type of community</p> <p>Use “Flemington: Then and Now” packet to note how our community has changed</p> | <p>Communities Brochure</p> <p>Students’ responses- Oral or written</p> | <p>Criteria for Communities Brochure</p> <p><i>Communities Change</i>- Liz Sonneborn</p> <p><i>Changing Communities</i> by Ellen Bari-Pearson/Scott Foresman Social Studies</p> <p><i>A City Grows</i>- Susan Ring</p> <p><i>Communities : Alike and Different</i> by Donna Foley- Pearson/Scott Foresman Social Studies</p> <p>Digital Resources: Learn 360 “Why People in a Community Work” & “Why Communities Have Rules”</p> <p>“Flemington: Then and Now” packet</p> |

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| Grade 2 Communities | | | | |
|---|---|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Compare and contrast how Flemington looked 200 years ago and how it looks today including the balance between economic growth and environmental preservation. | 6.1.4.A.12 6.1.4.D.11 | <p>Venn Diagram using “Flemington: Then and Now” packet</p> <p>Students take a virtual walking tour of Flemington and view landmarks in Flemington and track the changes over the past several years (Chris Truncale of Barley Sheaf School created a “Flemington Google Earth activity that provides information bubbles so the children can learn about the landmarks)</p> <p>Students view a video and think about how communities have changed and what caused the changes</p> | <p>Venn Diagrams</p> <p>Tracking of changes</p> <p>Discussion of changes and causes</p> | <p>“Flemington: Then and Now” packet</p> <p>Venn Diagram</p> <p>Digital Resources: Google Earth- Online “Walking Tour of Flemington”-</p> <p>Learn 360- “Communities of the Past”</p> |
| Understand local and environmental issues and how students can impact change. | 6.3.4.A.2 6.3.4.A.3 6.3.4.A.4 6.3.4.B.1 6.3.4.C.1 ELA W2.1, W2.5, | <p>Students generate a list of the issues that are impacting the environment and the ways they can help</p> <p>Students write a persuasive letter to the appropriate audience (peer, teacher, parent,</p> | <p>Students’ lists</p> <p>Students’ letters</p> | Persuasive Letter Criteria |

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Grade 2 Social Studies Curriculum**

| Grade 2 Communities | | | | |
|--|---------------------------------------|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | W2.6, W2.7 | <p>community member) to convince them to make a change to help the environment</p> <p>During science unit on animals, point out the environmental impact on each animal group (water pollution, loss of rainforests, climate changes on animals, etc.)</p> <p>Students participate in Earth Day Activities such as Around the School Clean-up, environmental posters, or outdoor activities</p> | Activities | <p>Science unit on Animals</p> <p>Earth Day activities</p> <p><i>The Lorax</i>- Dr. Seuss <i>Saving Energy</i>- Nell Morris</p> |
| Examine historical events/people that have contributed significantly to the history of Flemington. | 6.1.4.C.16 | <p>Using the “Flemington: Then and Now” packet: Students write about Tuccamirgan and John Phillip Case</p> <p>Create a timeline of important events and people in Flemington’s history</p> <p>Have students see “Traveling Trunk” presentation from Fleming Museum</p> <p>At the end of the unit, have students complete a written</p> | <p>Students’ writing</p> <p>Timelines</p> <p>Assessment</p> | <p>“Flemington: Then and Now” packet</p> <p>Traveling Trunk Assembly from Fleming Museum</p> <p>Flemington Assessment</p> |

**Flemington-Raritan Regional School District
Grade 2 Social Studies Curriculum**

| Grade 2 Communities | | | | |
|--|---------------------------------------|---|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | assessment about Flemington | | |
| Explain how industry and technology influence Flemington. | 6.1.4.C.17 6.1.4.C.18 | Have students read the “Flemington: Then and Now” packet Review current events and issues in Flemington- Use Hunterdon County Historical Society information and/or Flemington website | Discussion of events | “Flemington: Then and Now” packet Flemington website- http://www.historicflemington.com/ Hunterdon County Historical Society website- http://www.co.hunterdon.nj.us/index.html |

Assessment: Flemington Assessment