

Social Studies

GRADE 1



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Social Studies Grade ____ 1 ____

Course Description:

First grade social studies is grounded in four major areas—civics, geography, economics, and historical perspectives. Civic responsibilities in a democratic society center on rules and laws. Geography includes landforms, maps, globes, and geographical impacts on human migration and settlements. Goods and services, including the economic impact on climate changes are studied. American history, connecting the past to the present, includes historical figures who changed our nation. Amistad and Holocaust studies are embedded throughout the guide.

Scope and Sequence

Timeline	Concepts
Marking Period 1	Civics, Government and Human Rights: <i>Rules, Rights, and Responsibilities.</i> History, Culture, and Perspectives: <i>Equal Rights</i>
Marking Period 2	Civics, Government and Human Rights: <i>Functions of government, democratic principles, historical symbols</i> Geography, People and Environment: <i>Landforms, climate, weather, resources, physical features, maps, globes</i> Economics, Innovation, and Technology: <i>Relationships between physical environment and economics of the region</i>
Marking Period 3	Civics, Government and Human Rights: <i>Analyzing sources, Representative Democracy</i> Economics, Innovation, and Technology: <i>Goods and services from the government</i> History, Culture, and Perspectives: <i>Using historical data, Regional folk heroes, stories, and songs within historical contexts</i>
Marking Period 4	Civics, Government and Human Rights: <i>Civility, diversity, and tolerance</i> Geography, People and Environment: <i>Culture and physical characteristics of regions</i> Economics, Innovation, and Technology: <i>Primary sources for economic development</i> History, Culture, and Perspectives: <i>Multiple perspectives</i>

Unit 1		Grade(s)	1
Unit Plan Title:	Chapter 1: Rights and Responsibilities of a Citizen		
Overview/Rationale			
<p>The purpose of Chapter 1 to explore who is responsible for making and enforcing the rules. Citizens have the rights and responsibilities. The citizens vote for public officials. People can cooperate better when they respect authority and follow rules/laws in school, home, and community. Rules and laws provide security and manage conflict. The government is to represent the citizens and provide services and protection.</p>			
New Jersey Student Learning Standards- Social Studies			
<p>6.1.2. CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2. CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members</p> <p>6.1.2. CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2. CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2. CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2. CivicsPI.6: Explain what government is and its function.</p> <p>6.1.2. CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2. CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2. CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2. CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2. CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2. CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p> <p>6.1.2. CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society</p>			
Career Readiness, Life Literacies, and Key Skills			
<p>9.1.2. CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2. CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.5. CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors</p> <p>9.1.8. CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.</p> <p>9.1.8. CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</p> <p>9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</p>			

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

Technology/Computer Science and Design Thinking

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Standards)

- RL.1.1. Ask and answer questions about key details in a text
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

21st Century Skills: Check all that apply

X	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
X	Environmental Literacy		Other:

Essential Question(s)

How does one become responsible for making and enforcing rules?

Enduring Understandings

Students will develop an understanding that:
 Citizens have rights and responsibilities, including voting for public office,
 People can better cooperate when they respect authority and follow rules and laws in the home, at school, and in the community.
 Rules and laws establish order, provide security, and manage conflict.
 Good citizens help to maintain a constitutional republic.
 The role of the government to represent the citizens and provide services and protection.

Student Learning Targets/Objectives

- I can identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life.
- I can demonstrate good citizenship in school and in the community.
- I can explain the purpose of rules in the home, school, and community.
- I can identify how a person can be a good sport.

- I can define the terms fact and fiction.
- I can identify sentences as fact or fiction.
- I can define responsibility, rights, and cooperation.
- I can identify and explain responsibilities at home and at school, including showing respect for oneself and for others.
- I can identify and explain rights and the choices made as a member of a family and class.
- I can identify the importance of cooperating or working well together.
- I can explain the purpose of rules and laws.
- I can identify rules and laws that ensure fairness and safety.
- I can discuss rules at home and school.
- I can identify the consequences of not following rules and laws.
- I can use a problem-solving process to identify a problem, to gather information, and list and consider options.
- I can consider the advantages and disadvantages of a situation.
- I can choose and implement a solution and evaluate the effectiveness of the solution.
- I can explain who leaders are and why they are important.
- I can identify leaders at home, school, and in the community.
- I can identify the responsibilities of leaders at home, school, and in the community.
- I can identify and describe the roles of public leaders in the community, state, and nation.
- I can recognize that government leaders are citizens.
- I can identify state leaders.
- I can identify how people choose leaders.
- I can define and explain direct democracy and representative democracy.
- I can explain and practice voting as a way of making choices and decisions.
- I can understand a ballot is a primary source that can give information about how people vote.
- I can understand how to read a ballot from long ago.

Assessments

- Pre and Formative- My World lesson quizzes, journal entries, exit tickets
- Summative- Unit Assessment
- Other assessment measures- Quest chapter projects (PBL)

Teaching and Learning Actions

Instructional Strategies

Introduce the Essential Question: How are rules made and enforced?

Video: online essential question is asked students share ideas from video

Interactivity: online children will apply understanding their understanding of the essential question

Audio: go online to listen to the recording and sing the song "We Have Rights"

Quest Project Based learning: Storyteller Sam Needs a Skit (kick off)

Lesson 1: Acting Like a Good Citizen

Vocabulary: citizens, rules

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 1: Discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 1 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Literacy Skill Fact or Fiction: guide children to view images to determine meaning of fact or fiction through language.

Interactivity: go online and find a three-part skill lesson on how to distinguish fact from fiction.

Lesson 2: Rights and Responsibility

Vocabulary: right, responsibility, cooperate

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 2: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 2 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 3: Following Rules and Laws

Vocabulary: law, consequences

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 3: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 3 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Critical Thinking Skills: Solve a Problem (a problem is something to be worked out-finding a solution)

Interactivity: go online to find a three-part skill lesson on how to solve a problem.

Lesson 4: My Leaders

Vocabulary: leader, guardian

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 4: discuss examples of what it means to be fair for

everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 4 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 5: My Government

Vocabulary: government, mayor, governor, president

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 5: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 5 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 6: Making Choices in Government

Vocabulary: vote, democracy, ballot

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 6: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 6 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Primary Source: Artifact: Historic Voting Ballot (one-way citizens vote with a ballot; primary source gives information)

Citizenship: Abraham Lincoln Honest Abe (What does it mean to be honest?)

Assessment: Chapter 1 review workbook

Games children practice chapter vocabulary by playing online games

Chapter 1 assessment: can be done online or pencil and paper

<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p> <p>ELL- create a concept web on chart paper using pictures. Center circle label good citizen Have children recall prior experiences of being a good citizen.</p> <ul style="list-style-type: none"> - Display pictures (have children to draw) and have students use verbs and verb phrases to describe the picture. - Have children look at rules and point out rules they follow. - Give students pictures to point out the leader in each picture. - reread text have students draw one example of a leader from the text <p>SE: Create ballot for the election Follow the IEP Accommodations and Modifications 504: Follow the individual 504 Plan G/T: -Students will create a next chapter for the Amistad Read Aloud -Students will complete research on the NJ law for how to register to vote. -Students will write a letter to the mayor and to the Superintendent, asking them to come to class to explain the laws that they have to follow in their jobs.</p>	<p>Lesson 1: Act out what a good citizen would do and say.</p> <p>Lesson 2: Children act out a responsibility they have at home or school.</p> <p>Lesson 3: Act out people following the rules and someone not following a rule with a consequence.</p> <p>Lesson 4: Choose a community. Student will draw leader and give clues for class to guess leader.</p> <p>Lesson 5: Students will work in small groups and find information about different leaders in the community, state, and country.</p> <p>Lesson 6: Have a class election for class mayor or class officer. Students will give a speech and vote for the best candidate.</p> <p>Amistad Read Alouds for Grade 1: Aardema, Verna Why Mosquitoes Buzz in People's Ears 1992 Aardema, Verna Koi and the Kola Nuts: A Tale From Liberia 2002 Aardema, Verna Rabbit Makes a Monkey of Lion: A Swahili Tale 1993 Adler, David A. A Picture Book of Jackie Robinson 1997 Adler, David A. A Picture Book of Frederick Douglass 1995 Bang, Molly Garrett Wiley and the Hairy Man 2001 Burleigh, Robert Langston's Train Ride 2004 Caines, Jeanette Franklin Just Us Women 1982 Diakite, Baba Wague The Hunterman and the Crocodile 1997 Dillon, Leo and Diane Rap A Tap Tap: Here's Bojangles -Think of That 2002 DuBurke, Randy The Moon Ring 2002</p> <p>Read Alouds Grade 1: Ann Hazzard, Marianne Celano, and Marietta Collins , Something Happened in Our Town 2018 Jennifer Dewing and Marie Cardouat, Katie Can Change the World Lisa O. Engelhardt and R.W. Alley, Right and Wrong and Being Strong Ellen Javernick and Collen M. Madden, What if Everyone Did That? Arlin Serres and Aurelia Fronty, I Have a Right to be a Child Rob Sanders and Jared Andrew Schorr, Peaceful Fights for Equal Rights Michael Genhart and Anne Passchier, Rainbow A First Book of Pride</p>
<p>Experiences (virtual and live field trips)</p>	<p>Invite an elected official to come to class to talk about the importance of voting. Take a trip to City Hall.</p>
<p>Resources</p>	

- Below leveled reader- Being a Good Citizen
- On leveled reader- The Importance of Rules
- Advanced leveled reader- Rights and Responsibilities
- Watch *Community Rules and Laws* from Discovery Education
<https://google.discoveryeducation.com/learn/player/f7e611ef-0665-40a9-a310-ec73836026f1/>
- Watch *Exploring Communities Rules and Laws* from Discover Education
<https://google.discoveryeducation.com/learn/player/08b48f50-e681-4a49-8267-d0d27771f290/>
- Watch *Unity in the Community: The Ant Show* from Discovery Education
<https://google.discoveryeducation.com/learn/player/1e450925-b2aa-41f2-a8f9-e88ed5ac39c8/>
- Watch *Rights and Responsibilities* from Brain Pop Jr. www.brainpopjr.com
- Introduction to a Study of the Holocaust scholastic.com/teachers/lesson-plan/teaching-content/introduction-study-holocaust/
- Holocaust lesson plans brainpop.educators.brainpop.com/bp-topic/holocaust
- A Teacher's Guide to the Holocaust nea.org/tools/lessons/73753.htm
- Thomas H. By Lauryn Mascarenaz
- Teaching Hard History: American Slavery tolerance.org/framework/teaching-hard-history/American-slavery
- The Story of Anne Frank Lesson Plan scholastic.com/teachers/lesson-plans/teaching-content/story-anne-frank-lesson-plan
- Something Happened in Our Town Read Aloud YouTube: <https://www.youtube.com/watch?v=lcOhOFGcWm8>
- Pride 2020 Brainpop.com
- Do I have a Right? BrainPOP.com

Pacing/ Time Frame:

20 days

Unit II		Grade(s)	1
Unit Plan Title:	Chapter 2: Geography of the Community		
Overview/Rationale			
<p>Chapter 2 explores geography in the community. Students learn that maps are a simple representation of land and a globe models the Earth. The world has many different physical characteristics such as land, oceans, natural resources, and weather. Humans and environment affect and affect each other. Geographic location determines types of shelter clothing, food, and activities.</p>			
Career Readiness, Life Literacies, and Key Skills			
<p>9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.</p> <p>9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.</p> <p>9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.</p> <p>9.1.5. FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.</p> <p>9.1.5.RMI.1: Identify risks that individuals and households face.</p> <p>9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).</p> <p>9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).</p> <p>9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.</p> <p>9.1.12.EG.5: Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.1.12.RM.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter’s and homeowner’s insurance.</p> <p>9.2.5.CAP.8: Identify risks that individuals and households face.</p> <p>9.4.2. CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2. GeoGI.2).</p> <p>9.4.2. CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2. ED.3).</p>			
New Jersey Student Learning Standards: Social Studies			
<p>6.1.2. GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p>6.1.2. Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2. Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2. Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic)</p> <p>6.1.2. Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</p> <p>6.1.2. Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p>			

- 6.1.2. Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2. Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2. Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2. Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2. Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Technology/Computer Science and Design Thinking

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Standards

- RL.1.1. Ask and answer questions about key details in a text
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Essential Question(s)

- How do we create models of places on Earth?
How do humans and the environment interact?

Enduring Understandings

The students will develop an understanding that:
Maps are simple representations and globes are models of places on Earth.
The world is made up of different physical characteristics such as land, bodies of water, natural resources, and weather.
Humans interact with, and have an impact on, the environment, and the environment affects how and where people live.
The human characteristics of places such as shelter, clothing, food, and activities are based upon geographic location.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

- | | | |
|--------------------------|----------|--|
| <input type="checkbox"/> | E | Global Awareness |
| <input type="checkbox"/> | T | Environmental Literacy |
| <input type="checkbox"/> | E | Health Literacy |
| <input type="checkbox"/> | E | Civic Literacy |
| <input type="checkbox"/> | E | Financial, Economic, Business, and Entrepreneurial Literacy |

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E, T, A** on the line before the appropriate skill.

21st Century Skills

- | | | |
|--------------------------|------------|--|
| <input type="checkbox"/> | E | Creativity and Innovation |
| <input type="checkbox"/> | T/A | Critical Thinking and Problem Solving |
| <input type="checkbox"/> | E | Communication |
| <input type="checkbox"/> | E | Collaboration |

Student Learning Targets/Objectives

- I can explain what a community is.
- I can describe the difference between a city and a town.
- I can determine activities that people do in communities.
- I can describe the location of oneself and objects relative to other locations.
- I can identify and describe the relative location of places in the school and community.
- I can recognize that maps can be used to locate and identify places.
- I can locate and identify places on a map using the four cardinal directions.
- I can explain that a map is a simple representation of places on Earth.
- I can explain that maps are used to show large and small places.
- I can use simple maps, such as maps of home, classroom, school, and community.
- I can identify an artifact as a primary source.
- I can describe why an envelope is a primary source that can give information about a person, place, or event.
- I can analyze an envelope.
- I can recognize that maps can be used to locate and identify places.
- I can identify the parts of a map, including the title, compass rose, legend, and symbols.
- I can identify a model as a small version of something.
- I can compare a model, a picture, and a map.
- I can identify the various parts of a map.
- I can ask and answer questions about a map.
- I can identify and describe the physical characteristics (such as landforms and bodies of water) of a place.
- I can locate and identify continents and oceans on maps and globes.
- I can use vocabulary terms related to geographic features.
- I can identify and describe the physical characteristics of places, such as natural resources and weather.
- I can identify examples of, and use for, natural resources.
- I can explain how weather and location affect how people live.
- I can identify and describe how the human characteristics of places, such as shelter, clothing, food, and activities are based on geographic location.
- I can identify the main idea and supporting details in a paragraph.
I can summarize a text.

Assessments

- Pre and Formative- My World lesson quizzes, exit tickets, Do Nows
- Summative- Unit Assessment
- Other assessment measures- Quest chapter projects (PBL)

Teaching and Learning Actions

Instructional Strategies

Introduce the Essential Question: What is the world like?

Video: online essential question is asked students share ideas from video

Interactivity: online children will apply understanding their understanding of the essential question

Audio: go online to listen to the recording and sing the song "Show you Care"

Quest Project Based learning: Tina the Tour Leader Needs Help

Interactivity: Go online to find resources to help children get started on Chapter Quest.

Lesson 1: Our Community

Vocabulary: community, city, town, location, relative location

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 1: discuss what activities you can do in the community

Interactivity: go online so children can explore some fun activities people can do in our state, which will help them complete the Quest.

Lesson 1 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 2: Finding Places

Vocabulary: absolute location, map, direction, cardinal direction

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 2 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Primary Source: Artifacts: An Envelope

Lesson 3: Maps and Models

Vocabulary: compass rose, symbol, legend

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 3: discuss what other words and symbols could go on a map of downtown

Interactivity: go online so children can explore words and symbols on a map, which will help them complete the Quest.

Lesson 3 Check: understand Quest connection (map skills)

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Critical Thinking Skills: Ask and answer questions

Interactivity: go online to find a three-part skill lesson on how to solve a problem.

Lesson 4: Continents and Oceans

Vocabulary: plains, continents, ocean

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 4 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 5: My State

Vocabulary: weather, environment, conservation

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 5: discuss the activities people can do by a harbor, such as boating, fishing.

Interactivity: go online so children can explore activities at a harbor, which will help them complete the Quest.

Lesson 5 Check: understand Quest connection (harbor)

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Literacy Skills: Summarize

Interactivity: go online to find three-part skill lesson on summarizing. Children can learn, practices, and apply the skill.

Citizenship: The Corps of Discovery (Explorers)

Assessment: Chapter 1 review workbook

Games children practice chapter vocabulary by playing online games

Chapter 2 assessment: can be done online or pencil and paper

Quest Findings: Make Your Tour Guide and Guide

Interactivity: go online to find resources to help children complete chapter Quest.

<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>ELL</p> <ul style="list-style-type: none"> - Picture cards with position words - have children draw a house and label it with a number and street name - Picture cards for each land and water type -Use the translate button switch online program to Spanish or French <p>SE- Snap&Read for PDF pages</p> <ul style="list-style-type: none"> -Ensure that IEP modifications and accommodations are being utilized -create a word bank for each station -have students create the pictures for the word wall <p>504- Follow the individualized plan for the duration of the 504</p> <p>G/T-Research the state bird, state flower, and state tree. Present the findings to the class.</p> <ul style="list-style-type: none"> -Research the origins of South Mountain Reservation and create a pamphlet for the kindergarteners. 	<p>Lesson 1: Play, where am I? students move around the room and the other students use position words to describe where the student is located</p> <p>Lesson 2: Students will make a map of their neighborhood</p> <p>Lesson 3: make a 3D model of a building</p> <p>Lesson 4- Show children a globe; spin and point to a spot on the globe. Identify whether it is land, water, or mountains</p> <p>Lesson 5: How can we care for the Earth? Research on the internet way to care for the earth</p> <p>Amistad Read Alouds:</p> <p>Feelings, Tom and Eloise Greenfield Daydreamers 1993</p> <p>Flournoy, Valerie The Patchwork Quilt 1985</p> <p>Greenfield, Eloise She Come Bringing Me That Little Baby Girl 1993</p> <p>Grifalconi, Ann Village of Round an Square Houses 1986</p> <p>Grimes, Nikki Meet Danitra Brown 1997</p> <p>Havill, Juanita Jamaica's Find 1987</p> <p>Havill, Juanita Jamaica and Brianna 1996</p> <p>Hoffman, Mary Amazing Grace 1991</p> <p>Hru, Dakari Joshua's Masai Mask 1996</p> <p>Kamma, Anne If You Lived When There Was Slavery in America 2004</p> <p>Keats, Ezra Jack Apt. 3 1999</p> <p>Kimmel, Eric A. Anansi and the Talking Melon 1995</p> <p>Kimmel, Eric A. Anansi and the Magic Stick 2002</p> <p>King, Martin Luther I Have a Dream 2007</p> <p>Krull, Kathleen Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman 2000</p> <p>Read Aloud:</p> <p>Jenny Devenny, Race Cars</p> <p>Lisa Bullard, This is my Neighborhood</p> <p>Jenny Sue Kosteck-Shaw, Same Same but Different</p> <p>L.L. Owens, Meet Your Neighborhood</p> <p>Giles Laroche, If you Lived Here</p> <p>Natalia Diaz and Melissa Owens, A Ticket Around the World</p> <p>Heather Adamson, Homes in Many Cultures</p> <p>Donata Montanari, Children Around the World</p>
<p>Experiences (virtual and live field trips)</p>	<p>Take the class on a walk around the neighborhood. Have children discuss what they see, including street signs, parks, buildings, and so on. When you return to the classroom, have children create a map of what they saw.</p>
<p>Resources</p>	

- Below level reader- Getting Around School
- On Level reader- Mapping the School
- Advanced reader- Getting to Know Our Environment
- Read aloud Follow that Map! by Scot Ritchie www.google.com
- Explore different kinds of maps using google and accessing maps and earth surface features. <https://google.discoveryeducation.com/learn/player/388ba139-9dc5-48ef-9d90-733bb4d8f43a/>
- Watch *Reading Maps* from Discovery Education <https://google.discoveryeducation.com/learn/player/95a58f0e-9703-4c06-8f90-7020f96796df/>
- Watch *Maps and Globes: Maps and their Uses* from Discover Education <https://google.discoveryeducation.com/learn/player/388ba139-9dc5-48ef-9d90-733bb4d8f43a/>
- Students will compare and contrast studying locations of various geographic regions, landforms, terrain by using VR & a traditional map or globe. [Google Earth](#) [Google Maps](#)
- Watch *Reading Maps* from Brain Pop Jr. www.brainpopjr.com
- Watch *How Location Affects Life: Different Areas, Climate, Latitude, and Longitude* from Discovery Education <https://google.discoveryeducation.com/learn/player/742088bf-490a-4e20-8668-6409b76492b1/>
- Watch *Rural, Suburban, and Urban* from Brain Pop Jr. www.brainpopjr.com
- Watch *Landforms* from Brain Pop Jr. www.brainpopjr.com
- Watch *How Location Affects Life: Different Areas, Climate, Latitude, and Longitude* from Discovery Education. <https://google.discoveryeducation.com/learn/player/742088bf-490a-4e20-8668-6409b76492b1/>
- Watch *How Communities Grow and Change* from Discovery Education. <https://google.discoveryeducation.com/learn/player/f67d2b01-72dd-4893-aea7-4df8c69a82dc/>.
- Watch *Reduce, Reuse, Recycle* from Brain Pop Jr. www.brainpopjr.com/
- Watch *Maps and Mapping: How to Find Where You Are* from Discovery Education. <https://google.discoveryeducation.com/learn/player/60371051-7d37-43f1-b6c2-3fd154cfd22b/>.
- Geography and the World www.readworks.org
- Oceans www.readworks.org

Pacing/ Time Frame:

20 days

Unit 3		Grade(s)	1
Unit Plan Title:	Chapter 3: Symbols and Traditions of the United States		
Overview /Rationale:			
<p>Chapter 3 focuses on what does it mean to be an American. American symbols, traditions, and documents. Symbols and documents are the basis of the United States’ freedom and laws. The chapter expands upon what was taught in Kindergarten and first grade, giving depth to the economic impact of our laws and freedoms.</p>			
Career Readiness, Life Literacies, and Key Skills			
<p>9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. 9.1.2.CAP.4: List the potential rewards and risks to starting a business. 9.4.2. CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>			
New Jersey Student Learning Standards: Social Studies			
<p>6.1.2. CivicsPI.6: Explain what government is and its function. 6.1.2. CivicsDP.1: Explain how national symbols reflect on American values and principles. 6.1.2. CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. 6.1.2. CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2. EconNE.2: Describe examples of goods and services that governments provide. 6.1.2. HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 6.1.2. HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). 6.1.2. HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). 6.1.5. CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. 6.1.5. CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations</p>			
<p>Technology/Computer Science and Design Thinking</p> <ul style="list-style-type: none"> 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 	<p>Interdisciplinary Standards)</p> <ul style="list-style-type: none"> RL.1.1. Ask and answer questions about key details in a text W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 		

Essential Question(s)

- How do people connect with their country?
- How do laws impact daily life?

Enduring Understandings

Students will have a clear understanding that:
 There are symbols and traditions that connect all Americans across the country.
 The American flag is a symbol of freedom.
 American documents are the basis of the United States' freedom and laws.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	21 st Century Skills	
T / A	Global Awareness	T		Creativity and Innovation
T	Environmental Literacy	T		Critical Thinking and Problem Solving
E	Health Literacy	E		Communication
T / A	Civic Literacy	E		Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy			

Student Learning Targets/Objectives

- I can describe the United States Flag.
- I can recite and explain the meaning of the Pledge of Allegiance to the United States Flag.
- I can recognize that the United States flag has different meanings to different people.
- I can understand that the United States has many symbols.
- I can explain why symbols are important to America.
- I can identify American symbols, including Uncle Sam, the bald eagle, the Statue of Liberty, and the Golden Gate Bridge.
- I can identify the cause in a paragraph and in a visual.
- I can identify the effect in a paragraph and in a visual.
- I can understand that America once was ruled by England.
- I can recognize that the Declaration of Independence and the U.S. Constitution are important American documents.
- I can identify the U.S. Constitution as a set of rules and laws for our country and the Bill of Rights as changes to the Constitution.
- I can identify historical figures, such as Francis Scott Key, who have written American songs.
- I can recite an American song.

- I can explain the history of an American song.
 - I can identify American anthems and songs and explain how they reflect American individualism and freedom.
 - I can understand that a song can be a primary source.
 - I can understand how to analyze a song.
 - I can recognize that some heroes work to help people who are not treated fairly.
 - I can identify contributions of historical figures, including Dr. Martin Luther King Jr. and Cesar Chavez, who worked for justice.
 - I can compare the similarities and differences among the lives and activities of historical figures who have worked for justice.
 - I can understand how to ask questions to analyze an image.
 - I can understand how a caption is related to an image.
 - I can explain that our nation celebrates special days to remember and honor people and events.
 - I can describe the origins of national holidays and celebrations, such as Independence Day, Veterans Day, Memorial Day, Presidents' Day, and Martin Luther King Jr. Day.
- Describe how families celebrate national holidays.

Assessments

- Pre and Formative- My World lesson quizzes, journal entries, exit tickets, questions techniques
- Summative- Unit assessment
- Other assessment measures- Quest chapter projects (PBL)

Teaching and Learning Actions

Instructional Strategies

Introduce the Essential Question: What does it mean to be an American?

Video: online essential question is asked students share ideas from video

Interactivity: online children will apply understanding their understanding of the essential question

Audio: go online to listen to the recording and sing the song "You're a Grand Ole Flag"

Quest Project Based learning: Help Ryan Show Our America

Lesson 1: We Are American

Vocabulary: flag, pledge, tradition, freedom, justice

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 1 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 2: American Symbols

Vocabulary: national, emblem, landmark

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 2: discuss what the eagle symbolizes

Interactivity: go online so children can explore information about the national bird which will help them complete the Quest.

Lesson 2 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Literacy Skills: Cause and Effect

Interactivity: go online to find three-part skill lesson on cause and effect.

Lesson 3: American Documents

Vocabulary: colony, document, constitution, amendments

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 3: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 3 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 4: American Songs

Vocabulary: anthem, grand

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 4: find words that rhyme in patriotic songs and poems

Interactivity: go online so children can explore more about "My Country Tis of Thee," which will help them complete the Quest.

Lesson 4 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Primary Source: "My Country, Tis of Thee"

Lesson 5: American Heroes

Vocabulary: hero, migrant worker

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 5 Check:

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Critical Thinking Skills: Analyze Images (where, what, who, when)

Interactivity: go online to find three-part skill lesson on analyzing images. Children can learn, practice, and apply the skills.

Lesson 6: Our National Holiday

Vocabulary: veteran, armed forces, memorial

Interactivity: go online and lead a discussion to get children excited about the content

	<p>of this lesson.</p> <p><u>Quest project connection lesson 6: Why were pilgrims important to America?</u></p> <p><u>Interactivity:</u> go online so children can explore how Americans celebrate national holidays, which will help them complete the Quest.</p> <p><u>Lesson 6 Check:</u> understand Quest connection</p> <p style="padding-left: 40px;">Interactivity: go online to complete the interactive Lesson Review activity and evaluate children’s understanding of key objectives in lessons.</p> <p style="padding-left: 40px;">Assessment: Have children go online to take a five-question quiz</p> <p><u>Citizenship:</u> Susan B. Anthony (Hero for Women’s Rights)</p> <p><u>Assessment:</u> Chapter 1 review workbook</p> <p style="padding-left: 40px;">Games children practice chapter vocabulary by playing online games</p> <p style="padding-left: 40px;">Chapter 3 assessment: can be done online or pencil and paper</p> <p><u>Quest Findings:</u> Write your scrap book page</p> <p style="padding-left: 40px;">Interactivity: go online to find resources to help children complete the chapter Quest.</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>ELL- pictures of American flag and people pledging the flag</p> <ul style="list-style-type: none"> - pictures of different American symbols, students will choose one to draw - provide children with a translated copy of the Declaration of Independence - have students discuss the picture and use key words of the Star- Spangled Banner -have students draw a picture of how Dr. Martin Luther King Jr. or Cesar Chavez an American hero give pictures to show examples - show pictures of different national holidays and have students draw one holiday -Ask for volunteers to sing a patriotic song from their home country. <p>SE:</p> <ul style="list-style-type: none"> -Follow the accommodations 	<p>Lesson 1: make an American flag, have children pair and share what the flag stands for</p> <p>Lesson 2: students will draw an American symbol an must give clues of symbol for class to guess</p> <p>Lesson 3: make a class declaration and have students sign</p> <p>Lesson 4: Gather children and go over the lyrics of the Star Spangled banner. Discuss meaning and have students work in pairs to make a collage to illustrate the song.</p> <p>Lesson 5: students will write and illustrate how Dr. Martin Luther King Jr. or Cesar Chavez an American hero</p> <p>Lesson 6: students will draw a picture of a national holiday and give clues for class to guess holiday</p> <p>Amistad Read Alouds:</p> <p>Lindbergh, Reeve Nobody Owns the Sky: The Story of Brave Bessie Coleman 1996</p> <p>McDermott, Gerald Zomo the Rabbit: A Trickster Tale from West Africa 1998</p> <p>McKissack, Patricia The Honest to Goodness Truth 2002</p> <p>McKissack, Patricia Goin' Someplace Special 2001</p> <p>Miller, William Zora Hurston and the Chinaberry Tree 1995</p> <p>Morrison, Toni Remember: The Journey to School Integration 2004</p> <p>Nolen, Jerdine Thunder Rose 2003</p>

<p>and modifications in the IEP</p> <ul style="list-style-type: none"> -utilize Snap&Read -ensure that the anchor charts have pictorials <p>504:</p> <p>Follow the individualized 504 plan. Meet with the 504 Committee with any questions or suggestions</p>	<p>Polacco, Patricia Chicken Sunday 1998</p> <p>Rappaport, Doreen Martin's Big Words: The Life of Dr. Martin Luther King, Jr. 2001</p> <p>Ringgold, Faith Aunt Harriet's Underground Railroad in the Sky 1995</p> <p>Robinson, Sandra</p> <p>Chisholm The Rainstick: A Fable 1994</p> <p>Read Aloud:</p> <p>Vashti Harrison, <i>Little Leaders Bold Women in Black History</i></p> <p>Hena Khan and Aaliya Jaleel, <i>Under My Hijab</i></p> <p>Andrea Davis Pinkney, illustrated by Stephen Alcorn, <i>Let It Shine: Stories of Black Women Freedom Fighters</i></p> <p>David A. Robertson, illustrated by Julie Flett, <i>When We Were Alone</i></p> <p>Lynn Peppas, <i>Juneteenth</i></p> <p>Rachel Grack, <i>Juneteenth</i></p> <p>Floyd Cooper, <i>Juneteenth for Mazie</i></p> <p>Maximillian Smith, <i>The History of Juneteenth</i></p> <p>JOI MINER & KATE SUTTON, <i>Supermom Saves the Day</i></p>
<p>Experiences (virtual and live field trips)</p>	<p>Take class on an electronic field trip to look at original American documents online. View the U.S. Constitution, the Declaration of Independence, and the Bill of Rights, and ask children how these primary sources are different from documents they might see today.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> • Below level reader- Learning About Holidays • On Level reader- Why Do We Celebrate? • Advanced reader- The Background Behind Our Holidays • Watch <i>The Constitution & Constitution Day: A Beginner's Guide</i> from Discovery Education https://google.discoveryeducation.com/learn/player/24cedb93-c489-43b0-bb7e-e0e3ccac1a16 • Read aloud <i>We the Kids</i> by David Catrow • Watch <i>Our Founding Documents</i> from Discovery Education https://google.discoveryeducation.com/learn/player/9e47765d-bcdc-49d1-9f45-5c7dd53c22fe. • Watch <i>Citizens Rule: How we Elect a President</i> from Discovery Education https://google.discoveryeducation.com/learn/player/f41c7535-13b4-467e-b91f-6b045e0785a6 • Read and/or watch about <i>George Washington, James Madison, Thomas Jefferson, Benjamin Franklin, Abraham Lincoln, Anne Hutchinson, Lewis and Clark, Dr. Martin Luther King Jr., Ruby Bridges, Rosa Parks, Harriet Tubman, Elizabeth Cady Stanton, and Susan B. Anthony</i> www.brainpopjr.com • Watch <i>Citizenship in the Community</i> from Discovery Education https://google.discoveryeducation.com/learn/player/9a0c4e3c-0e99-477a-824b-a2caa4e225fc • Watch <i>How Leaders and Events Shape Communities</i> from Discovery Education https://google.discoveryeducation.com/learn/player/50eae9d8-a9cf-42af-889c-d5df7a565728/ • Watch <i>America at its Best: What it means to be an American Citizen</i> from Discovery Education https://google.discoveryeducation.com/learn/player/052a8d09-4a42-4630-9828-2c962f2a88c9/ • Watch <i>TLC Elementary School: American Diversity</i> from Discovery Education https://google.discoveryeducation.com/learn/player/fd2d9fa6-6f6b-42e0-a6ba-b00cb21aad19/ • People in American History www.readworks.org 	

- African American Leader www.readworks.org
- The Right to Vote www.readworks.org
- Holidays and Celebrations www.readworks.org
- United states Presidents www.readworks.org

Pacing/ Time Frame:

15 days

Unit 4		Grade(s)	1
Unit Plan Title:	Chapter 4: Life Today and Long Ago		
Overview/Rationale:			
Chapter 4 explores American life through our history. Time measurement is explored in greater depth with clocks and calendars. Students compare and contrast aspects of schools and communities currently with the past, noting changes and analyzing why things have changed. Transportation, technology, and communication changes are investigated.			
Career Readiness, Life Literacies, and Key Skills			
<p>9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2. CivicsCM.2).</p> <p>9.4.2. CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>			
New Jersey Student Learning Standards: Social Studies			
<p>6.1.2. HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2. HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2. HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives</p> <p>6.1.2. HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p>6.1.2. HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>6.1.2. HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>6.1.2. HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p>6.1.2. HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards)	
<ul style="list-style-type: none"> 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 		<ul style="list-style-type: none"> RL.1.1. Ask and answer questions about key details in a text W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Essential Question(s)			
How do technology and historical events change the way we live?			
Enduring Understandings			
<p>Students will discover that:</p> <p>We measure time with clocks and calendars.</p> <p>Some aspects of school and communities stay the same over time, but other aspects change.</p>			

Technology, transportation, and ways to communicate have changed over time.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
A	Global Awareness	E	Creativity and Innovation
A	Environmental Literacy	T/A	Critical Thinking and Problem Solving
E	Health Literacy	E	Communication
T/A	Civic Literacy	E	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- I can explain the words past, present, and past
- I can identify and describe time relationships.
- I can understand how clocks and calendar measure time.
- I can describe events in sequential order.
- I can describe how a timeline connects events from the past and present.
- I can compare and contrast life in schools today and in the past.
- I can explain how some aspects of a community change over time while others stay the same.
- I can compare and contrast places people work today with places they worked in the past.
- I can compare and contrast clothes people wear today with clothes they wore in the past.
- I can compare and contrast people’s manners today with the past.
- I can compare games from the past and games today.
- I can contrast games from the past and games today.
- I can explain how inventions changed people’s lives over time.
- I can understand how people’s lives were affected by the change in technology.
- I can explain how the present is connected to the past.
- I can recognize Juliette Gordon Low’s drive to start a group of guides.
I can analyze a quotation.

Assessments

- Pre and Formative- My World lesson quizzes, Journal entries, exit tickets
- Summative- Unit assessment
- Other assessment measures- Quest chapter projects (PBL)

Teaching and Learning Actions

Instructional Strategies

Introduce the Essential Question: How does life change throughout history?
Video: online essential question is asked students share ideas from video
Interactivity: online children will apply understanding their understanding of the essential question
Audio: go online to listen to the recording and sing the song “Past, Present, Future”
Quest Project Based learning: Help Daria the time traveler

Interactivity: go online to find resources to help children get started on chapter Quest.

Lesson 1: Measuring Time

Vocabulary: past, present, future, calendar

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 1 Check:

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Map and Graph Skills: Interpret Timelines

Interactivity: go online and find a three-part skill lesson on how to distinguish fact from fiction.

Lesson 2: Schools and Communities Past and Present

Vocabulary: history, century, generation

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 2: compare and contrast communities today and from the past

Interactivity: go online so children can explore how communities have changed over time, which will help them complete the Quest.

Lesson 2 Check: understand Quest connection (then and now)

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 3: Daily Life Past and Present

Vocabulary: manners, festival

Interactivity: go online and lead a discussion how life

Quest project connection lesson 3: discuss how life is different today from the past and how it is the same

Interactivity: go online so children can explore how life today is different from the past, which will help them complete the Quest.

Lesson 3 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Literacy Skills: Compare and Contrast

Interactivity: go online to find a three-part skill lesson on how to solve a problem.

Lesson 4: Changes in Technology and Transportation

Vocabulary: invention, technology, communicate, transportation

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 4: discuss and list technology they use, and family uses regularly

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 4 Check: understand Quest connection (inventions and Technology in school)

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz
Primary Source: Juliette Gordon Low on forming the Girl Guides

Citizenship: Ruby Bridges A Brave Girl

Assessment: Chapter 1 review workbook

Games children practice chapter vocabulary by playing online games

Chapter 4 assessment: can be done online or pencil and paper

Amistad Read Alouds:

San Souci, Robert D. Sootface: An Ojibwar Cinderella Story 1997

Schroeder, Alan Minty: A Story of Young Harriet

Tubman 2000

Schroeder, Alan Ragtime Tumpie 1993

Seeger, Pete Abiyoyo: Based on a South African

Lullaby and Folk Story 1994

Smith, Will Just the Two of Us 2005

Steptoe, Javaka In Daddy's Arms, I Am Tall 2001

Stolz, Mary Storm in the Night 1990

Read Aloud:

Carole Boston Weatherford, illustrated by Jamey Christoph, Gordon Parks: How the Photographer Captured Black and White America

Renée Watson, illustrated by Christian Robinson, Harlem's Little Blackbird: The Story of Florence Mills Ru

Julia Delacroix, Meet Fredrick Douglass

Activities: Including G/T, SE, and ELL Differentiation

ELL- Help children label pictures from lesson 1 check with assistance.

- Students will illustrate the difference between schools then and now. Display pictures labeled then and now.

- Students will draw and label how life has changed from the past (examples clothing, work) Display pictures to assist students.

- Show real life examples or

Lesson 1: Have do a fun activity such as hop ten times all on students to guess the length of time it will take to complete different task. Have a student time the fun actions.

Lesson 2: read Then and Now- students will work in pairs to ask and answer questions about what schools were like in the past and how they are different now.

Lesson 3: In small groups, have children write and act out a skit about how life has changed in their community over the years.

Lesson 4: in small groups, have children think about an invention, which will make their lives better. Each will draw a picture and write a sentence about the invention.

<p>pictures of technology and invention discussed in the lesson.</p> <p>SE-Ensure that accommodations and modifications from IEP are implemented</p> <p>-Upload the Read Alouds into Snap&Read for the listening center.</p> <p>-Create a word bank for the writing center that includes the vocabulary words</p> <p>504: Ensure that the individualized plans are followed.</p> <p>G/T:-Have the students record some of the Amistad Read Aloud books and develop questions that they would like to have answered from their independent reading. Share those questions with each other and discuss the reasons for the responses.</p>	
<p>Experiences (virtual and live field trips)</p>	<p>Take the class on an electronic field trip to look at primary sources online about life in the past. Ask children how these primary sources show similar or different things than what they see and use today.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> • Below level reader- How Life Used to Be • On level reader- What Was Life Like Before? • Advanced reader- How Life Has Changed Over Time? • Then and Now by Robin Nelson • Watch <i>Reading Rainbow: My America</i> from Discovery Education. https://google.discoveryeducation.com/learn/player/854bebd7-efba-4bcb-a43d-cbfb7b2e9bae/ • African American Inventors www.readworks.org • Growing up Long Ago www.readworks.org • Life in the Past www.readworks.org • Daily Life Inventions www.radworks.org • <i>Separate but not Equal</i> https://www.tolerance.org/classroom-resources/texts/separate-is-not-equal • <i>Separate is Never Equal</i> by Sylvia Mendez and Her Family's Fight YouTube https://youtu.be/gW6jzliwAQo • Ruby Bridges BrainPopJr.com • Jackie Robinson BrainPopJr.com 	
<p>Pacing/ Time Frame:</p>	<p>20 days</p>

<p>Unit 5</p>		<p>Grade(s)</p>	<p>1</p>
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Unit Plan Title:	Chapter 5: One Nation, One People	
Overview/Rationale		
Chapter 5 explores different nationalities that make up our country, including holidays, celebrations, beliefs, languages, and traditions. Families and communities' express culture in many ways. Folk tales and legends help us learn about our nation's past and culture. Immigrants and indigenous people contribute to modern day American culture. We are all part of American Culture.		
Career Readiness, Life Literacies, and Key Skills		
<p>9.1.2. FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2. CivicsCM.2).</p> <p>9.4.2. CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2. ED.3).</p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)</p> <p>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)</p> <p>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2. ED.2).</p>		
New Jersey Student Learning Standards: Social Studies		
<p>6.1.2. CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2. CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2. Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2. HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2. HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event</p> <p>6.1.2. HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p>6.1.2. HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history</p> <p>6.1.2. Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p>		
Technology/Computer Science and Design Thinking <ul style="list-style-type: none"> 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 	Interdisciplinary Standards) <ul style="list-style-type: none"> RL.1.1. Ask and answer questions about key details in a text W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Essential Question(s)		
<ul style="list-style-type: none"> How do so many people make one nation? 		

Enduring Understandings

Students will develop an understanding that:

Families and communities share different customs, holidays, celebrations, beliefs, languages, and traditions.

Culture is expressed in numerous ways.

We can learn about our nation's past and its culture through stories, including folk tales and legends.

We are all part of American culture.

Immigrants and American Indians contribute to our nation in many ways.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
T/A	Global Awareness	E	Creativity and Innovation
T/A	Environmental Literacy	T/A	Critical Thinking and Problem Solving
E	Health Literacy	E	Communication
T/A	Civic Literacy	E	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- I can explain and list basic needs.
- I can describe the importance of culture and beliefs.
- I can understand that cultures have similarities and differences.
- I can understand how individual cultures have contributed to our nation's culture.
- I can identify elements that make up culture, such as food, clothing, language, and games.
- I can distinguish between customs and traditions.
- I can recognize that people and families have different customs and traditions.
- I can describe and explain the importance of various beliefs, customs, celebrations, and traditions of people and families.
- I can understand that point of view is how someone feels about something.
- I can recognize that people have different points of view.
- I can compare points of view.
- I can describe the importance of working together as a community or other group.
- I can understand the country is made up of diverse cultures.
- I can recognize the similarities and differences in groups.
- I can explain that we all benefit when we understand people's differences.
- I can understand that American Indians live across the United States, including California.
- I can recognize that there are many different American Indians cultural groups, each with its own customs, traditions, and celebrations.
- I can describe the significances of storytelling to American Indian culture.
- I can explain American Indian arts and its importance to culture.
- I can understand that an artifact is a primary source.

- I can understand how to analyze artifacts.
 - I can understand that an immigrant is a person who moves from one country to another.
 - I can recognize that immigrants contribute to the economy.
 - I can explain that immigrants contribute their customs, culture, traditions, and celebrations to the community where they live.
 - I can identify folk tales and legends as stories that are passed down through time and teach life lessons.
 - I can understand that most cultures have their own folk tales and legends.
 - I can identify the moral of a story.
 - I can sequence and categorize information.
- I can retell the order of events in a text by referring to words and illustrations.

Assessments

- Pre and Formative- My World lesson quizzes, journal writing, exit ticket
- Summative- Unit assessment
- Other assessment measures- Quest chapter projects (PBL)

Teaching and Learning Actions

Instructional Strategies

Introduce the Essential Question: How do so many different people make one nation?

Video: online essential question is asked students share ideas from video

Interactivity: online children will apply understanding their understanding of the essential question

Audio: go online to listen to the recording and sing the song "Our America"

Quest Project Based learning: Create a Flag for Artist Annie!

Interactivity: go online to find resources to help children get started on the chapter Quest.

Lesson 1: What is Culture?

Vocabulary: countries, culture, beliefs

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 1: discuss different languages

Interactivity: go online so children can explore different languages, which will help them complete the Quest.

Lesson 1 Check: understand Quest connection (exploring cultures)

Interactivity: go online to complete the interactive Lesson activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 2: Customs, Traditions, and Celebrations

Vocabulary: custom

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 2: discuss different celebrations and traditions

Interactivity: go online so children can explore birthday celebrations, which will help them complete the Quest.

Lesson 2 Check: understand Quest connection (birthday customs)

Interactivity: go online to complete the interactive Lesson activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Critical Thinking Skills: Compare Points of View

Interactivity: go online to find a three-part skill lesson on how to solve a problem.

Lesson 3: Shared Culture

Vocabulary: goals, diverse, benefit

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 3 Check:

Interactivity: go online to complete the interactive Lesson activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 4: American Indians

Vocabulary: traded, storytelling, oral, folk tales

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 4: discuss stories we have heard

Interactivity: go online so children can explore storytelling, which will help them complete the Quest.

Lesson 4 Check: understand Quest connection (folk tales)

Interactivity: go online to complete the interactive Lesson activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Primary Source: Artifacts: Basket

Lesson 5: Immigrants

Vocabulary: immigrant, economy, settled

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 5 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 6: Stories in Our Cultures

Vocabulary: legends, morals, clever

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 6 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Literacy Skills: Sequence

	<p>Interactivity: go online to find a three-part skill lesson on sequence. Children can learn, practice, and apply the skill.</p> <p><u>Citizenship</u>: Irving Berlin immigrant and Patriot</p> <p><u>Assessment</u>: Chapter 1 review workbook</p> <p>Games children practice chapter vocabulary by playing online games</p> <p>Chapter 5 assessment: can be done online or pencil and paper</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>ELL- Have children find the meaning of a vocabulary word and draw a picture to show what the word means</p> <ul style="list-style-type: none"> - Have children draw one tradition or custom and label it. - Have children offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge about why jewelry is or is not art. - After reading “The Tiger and the Frog,” have children use the pictures to retell story using time words. - Have children explain why immigrants moved to America. <p>Students will complete the Sentence starter Immigrants moved to America because ____.</p> <p>SE: Upload “The Tiger and the Frog” in Snap&Read</p> <ul style="list-style-type: none"> -Implement accommodations and modifications from the IEP. -Students experiencing difficulty with fine motor skills, have cutouts of families for gluing instead of drawing. -Provide beads with larger holes for easier threading <p>504: Follow the individualized plan for each student.</p> <p>G/T: Add a detailed description of the culture poster.</p> <ul style="list-style-type: none"> -Explain a tradition or custom based on research -Write an alternate ending for “The Tiger and the Frog.” 	<p>Lesson 1: What is your culture like? Draw and share picture and culture with class.</p> <p>Lesson 2: Have children draw one tradition or custom and write a sentence about their custom or tradition.</p> <p>Lesson 3: Have students draw their families. Class will compare and contrast how our families are the same and different.</p> <p>Lesson 4: Make a jewelry that a Native American may have worn.</p> <p>Lesson 5: Explain that there are various kinds of food from diverse cultures that is available for us to eat. Describe foods of a different culture that food comes from. (examples fortune cookie, taco)</p> <p>Lesson 6: Read “The Tiger and the Frog” have students pair up to act out story in order.</p> <p>Amistad Read Alouds:</p> <p>Tarpley, Natasha Joe-Joe's First Fight 2003</p> <p>Taylor, Jacqui African ABC 2005</p> <p>Taylor-Butler, Christine and Devard, Nancy A Mom Like No Other 2004</p> <p>Teague, Mark The Secret Shortcut 1999</p> <p>Thomas, Joyce Carol Brown Honey and Broomwheat Tea 1996</p> <p>Williams, Vera B. Three Days on a River in a Red Canoe 1984</p> <p>Williams, Vera B. A Chair for My Mother 1984</p> <p>Williams, Vera B. Something Special for Me 1986</p> <p>Read Aloud:</p> <p>Lupita Nyong'o (author) and Vashti Harrison (illustrator), <i>Sulwe</i></p> <p>Matthew A. Cherry (author) and Vashti Harrison (illustrator), <i>Hair Love</i></p> <p>Ana Malaspina, Swoosh!</p> <p>Traci Sorell, illustrated by Frané Lessac, <i>We Are Grateful, Otsaliheliga</i></p>

Experiences (virtual and live field trips)	<p>Take class on a field trip to local museum that has an exhibit on immigration and/or American Indians.</p> <p>Children can learn more about cultural groups visiting these website www.unesco.org www.tolerance.org</p>
Resources	
<ul style="list-style-type: none"> • Below level reader- Sharing Our Culture • On level reader- What Makes Our Culture Special? • Advanced reader- A Time Capsule for the Future • Watch <i>Reading Rainbow: My America</i> from Discovery Education. • Watch <i>Reading Rainbow: My America</i> from Discovery Education. https://google.discoveryeducation.com/learn/player/854bebd7-efba-4bcb-a43d-cbfb7b2e9bae/ • Watch <i>Johnny Appleseed</i> from Brainpop Jr. www.brainpopjr.com/ • Watch <i>Folktales from around the world: Paul Bunyan</i> from Discovery Education https://google.discoveryeducation.com/learn/player/de27c726-a05a-4384-b258-6df6dda74b5f/ • Dances and Dancers www.readworks.org • Native American www.readworks.org 	
Pacing/ Time Frame:	15 days

Unit 6		Grade(s)	1
Unit Plan Title:	Chapter 6: Work in the Community		
Overview/Rationale:			
<p>Chapter 6 explores needs and wants. Students will determine how people can exchange goods and services to get what they need. Producers make goods and provide services. Consumers buy goods and services. We make choices as we spend, save, or donate money earned.</p>			
Career Readiness, Life Literacies, and Key Skills			
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. 9.1.2.FP.2: Differentiate between financial wants and needs. 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time. 9.1.2.PB.2: Explain why an individual would choose to save money. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. 9.1.2.CAP.4: List the potential rewards and risks to starting a business. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>			
New Jersey Student Learning Standards: Social Studies			
<p>6.1.2. Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2. EconET.1: Explain the difference between needs and wants. 6.1.2. EconET.2: Cite examples of choices people make when resources are scarce 6.1.2. EconET.3: Describe how supply and demand influence price and output of products 6.1.2. EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2. EconET.5: Describe how local and state governments make decisions that affect individuals and the community. 6.1.2. EconEM.1: Describe the skills and knowledge required to produce specific goods and services. 6.1.2. EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. 6.1.2. EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). 6.1.2. EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. 6.1.2. EconNE.2: Describe examples of goods and services that governments provide. 6.1.2. EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. 6.1.2. EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p>			

Technology/Computer Science and Design Thinking

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Standards)

- RL.1.1. Ask and answer questions about key details in a text
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Question(s)

- How do people get what they need?

Enduring Understandings

Students will understand that:

People exchange goods and services to get what they need.

Producers make goods and provide services. Consumers buy goods and services.

Limited resources mean that we must make choices as we spend, save, and donate money.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
E	Global Awareness	E	Creativity and Innovation
T/A	Environmental Literacy	T/A	Critical Thinking and Problem Solving
T/A	Health Literacy	E	Communication
E	Civic Literacy	E	Collaboration
T/A	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- I can describe what a need is.
- I can describe what a want is.
- I can explain why we make choices.
- I can distinguish between a want and a need.
- I can explain why people use money.
- I can identify goods.
- I can identify services.
- I can distinguish between goods and services.
- I can identify goods and services used at home, at school, and in the community.
- I can identify the main idea in a paragraph.
- I can identify the details that support the main idea of the paragraph.
- I can define and describe who producers are.
- I can define and describe who consumers are.
- I can understand the relationship between consumers and producers.

- I can discover how producers market their goods.
- I can explain that a budget is a plan for how to use your money.
- I can learn how to make a budget.
- I can explain the difference between a want and a need.
- I can identify examples of goods and services.
- I can describe the costs and benefits involved when people exchange goods.
- I can identify examples of choices a buyer makes when buying goods and services.
- I can learn about the jobs people do at home.
- I can learn about the jobs people do in the community.
- I can learn about the jobs at school.
- I can learn how goods are transported in the community and from faraway places.
- I can describe what a primary source is.
- I can identify photographs as primary sources.
- I can identify information from primary sources.

Assessments

- Pre and Formative- My World lesson quizzes, journal entries, exit tickets
- Summative- Unit assessment
- Other assessment measures- Quest chapter projects (PBL)

Teaching and Learning Actions

Instructional Strategies

Introduce the Essential Question: How do people get what they need?

Video: online essential question is asked students share ideas from video

Interactivity: online children will apply understanding their understanding of the essential question

Audio: go online to listen to the recording and sing the song “Needs and Wants”

Quest Project Based learning: Help Same Make a Money Plan

Interactivity: Explore some things Sam can do.

Lesson 1: Needs, Wants, and Choices

Vocabulary: needs, wants, choice

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 1: discuss money can be limited and sometimes we need to make a choice between two wants

Interactivity: go online so children can explore needs and wants, which will help them complete the Quest.

Lesson 1 Check: understand Quest connection (making a choice)

Review in lessons. Interactivity: go online to complete the interactive Lesson activity and evaluate children’s understanding of key objectives

Assessment: Have children go online to take a five-question quiz

Lesson 2: Goods and Services

Vocabulary: goods, services

Interactivity: go online and lead a discussion to get children excited about the

	<p>Assessment: Have children go online to take a five-question quiz</p> <p><u>Primary Source</u>: Photograph: Loading Trucks</p> <p><u>Citizenship</u>: Sophie Cubbison – Health Food Pioneer</p> <p><u>Assessment</u>: Chapter 1 review workbook Games children practice chapter vocabulary by playing online games Chapter 6 assessment: can be done online or pencil and paper</p> <p><u>Quest Findings</u>: Help Stan write a plan</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>ELL- Have children complete needs and want activity. Sort needs and wants and put the needs together and the wants together</p> <ul style="list-style-type: none"> - Display images of several images of goods and services. Help children identify each one if needed. - With guidance and support, have children draw one consumer and one producer. Have children practice using vocabulary words with a partner. - Have children act out the jobs. Encourage children to practice asking questions about each job you perform. <p>SE: Implement the IEP accommodations and modifications</p> <ul style="list-style-type: none"> -Have students locate examples of goods and services in a newspaper -Provide a word bank in the writing center that includes the vocabulary words <p>504: Implement the individualized plan to fidelity.</p> <p>G/T: Interview the custodian, school nurse, and secretary, asking them to explain what skills they need to complete their jobs. Report to the class to add to the book.</p>	<p>Lesson 1: Make a class book of needs and wants. Divide class into two groups- needs and wants. Students will draw things people need to live and things people want.</p> <p>Lesson 2: Act it out: Create a word web of service jobs children can do at home or people do in the community. Students will call out or act out the services.</p> <p>Lesson 3: Students will set up a market with a variety of goods and place sticky notes on the goods to show the price of each item. Have students take turns being the producers and consumers.</p> <p>Lesson 4: Have students draw a picture to show an example of choices families make when buying goods and services. Have children share their picture with a partner.</p> <p>Lesson 5: Brainstorm different jobs people do and write a list on chart paper. Invite volunteers to come up and act out one worker from the class created list.</p> <p>Read Aloud:</p> <p>Cynthia Levivson, <i>Gloria and Rosa Make Beautiful Music</i></p> <p>Emily Jenkins & G. Brian Karas, <i>Lemonade in Winter: A Book About Two Kids Counting Money</i></p> <p>Maribeth Boelts, <i>Those Shoes</i></p>

<p>-Research additional food pioneers, including George Washington Carver</p>	
<p>Experiences (virtual and live field trips)</p>	<p>Go online to visit the U.S. Mint at https://www.usmint.gov/kids (games and story of a coin) How a dollar is made http://kids.usa.gov/watch-videos/money/money-factory/index.shtml</p>
<p>Resources</p>	
<ul style="list-style-type: none"> ● Below level reader- How to Make Decisions ● On level reader- Weighing Costs and Benefits ● Advanced reader- Making the Best Decisions ● Organize goods and services provided by communities as well as the jobs people have in communities. https://www.econedlink.org/resources/communities-what-they-provide-for-us/ ● In this economics lesson, students will create communities to learn how they provide goods and services. https://econedlink.org/wp-content/uploads/2019/04/City-Planning-Designs.pdf ● https://econedlink.org/wp-content/uploads/2019/04/City-Planning-Designs.pdf ● https://econedlink.org/wp-content/uploads/2019/04/House-Cut-Out.pdf ● https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=101 <p>The Little Red Hen is a Producer and a Consumer</p> <ul style="list-style-type: none"> ● In this economics lesson, students will use real-world examples to understand how consumers and producers interact. https://www.econedlink.org/resources/the-little-red-hen-is-a-producer/ ● Distinguish between consumers and producers. https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em464_dragndrop_v2_save.swf&lid=464 ● Provide real-world examples of consumers and producers. https://archive.econedlink.org/interactives/html/464/em464_dragndrop_v2_save_2_html5.php ● Watch <i>Goods and Services</i> from Brain Pop Jr. www.brainpopjr.com ● Watch <i>Economy in and between Communities</i> from Discovery Education https://google.discoveryeducation.com/learn/player/bc068f1a-50e1-4909-8691-620790475d33/. ● Watch <i>Saving and Spending</i> from Brain Pop Jr. www.brainpopjr.com/ ● Watch <i>Exploring Communities and it's Workers</i> from Discovery Education https://google.discoveryeducation.com/learn/player/76114aa6-c9d0-4f27-a38f-7e194994d410/ ● Needs and wants BrainPOP and BrainPopjr.com ● Banking BrainPOP ● Money BrainPOP 	
<p>Pacing/ Time Frame:</p>	<p>20 days</p>