

Unit Title:
Unit 1 - Geography of Our Community
Time Frame:
September - October (14 Lessons)
Standards:
<p>Geography, People, and the Environment: Human Population Patterns</p> <ul style="list-style-type: none"> ● 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>Geography, People, and the Environment: Spatial Views of the World</p> <ul style="list-style-type: none"> ● 6.1.2.GeoSV.1 - Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ● 6.1.2.GeoSV.2 - Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). ● 6.1.2.GeoSV.3 - Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). ● 6.1.2.GeoSV.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).
Essential Questions:
<ol style="list-style-type: none"> 1. Why do people choose where they live? 2. What are the physical characteristics of our community? 3. What does a map show us? 4. Why do we use maps? 5. What are the types of maps people use? 6. How do we read and use a map?
Enduring Understandings:
<ul style="list-style-type: none"> ● Physical and human characteristics affect where people live (settle). ● A map is a symbolic representation of selected characteristics of a place. ● A map has characteristics that help us read and understand our location. ● People use maps to choose places to live and thrive.
Project Task:
<p>Now that you learned all about the different kinds of maps I want you to think about new students to our schools and community. Make a school map or a town map sharing important places in our schools or community to help them get adjusted to their new home.</p> <p>Link - Create a School Map</p>

Consolidated Resources:

Materials:

construction paper
scissors
glue
writing paper
globe
United States map
community map

Books:

Epic books subscription
The Little House by Virginia Lee Burton
Me on the Map by Joan Sweeney

Vocabulary:

map, globe, symbol, citizen, key, landform, characteristic, geography, town, state, cardinal directions

Unit Activity Lessons:

Lesson 1

Objective - Where do you live?

Materials: chart paper, book - The Little House

Instruction:

- Vocabulary - introduce the words town and state
- Read Aloud - The Little House by Virginia Burton or listen aloud [The Little House](#)
- While reading, stop and compare and contrast our community of Summit to the places the little house travels to. What is the same and what is different?
- Summit - what do you like about our community of Summit? List the places and locations in our community that we like to go to.

Lesson 2

Objective - Where do you live?

Materials: pictures, worksheet, writing paper

Instruction:

- Vocabulary - introduce the words citizen and characteristic
- Our community is also made up of the people that we live and work with. What makes a good citizen?
- Look at these pictures and decide what looks like good citizenship. Print out- [kindergarten-what-makes-a-good-citizen-worksheet](#)
- Watch video on on being a good citizen - https://www.youtube.com/watch?v=QYa_DmgBUAk
- Write what you think makes a good citizen. Sentence prompt - A good citizen is _____ Draw a picture that matches your sentence. Share with the class.

Lesson 3:

Objective - Why do families choose to live in different places?

Materials: teacher pictures, interview sheet

Instruction:

- Share your own teacher experience of why you live or located yourself in your town. Share something special about it. Show some pictures of what makes your town so special.
- Discuss with students that for homework they will Interview your parents to find out why they chose to live in Summit. Go over the interview sheet with students. [Why We Live Here](#)

Lesson 4:

Objective - Why do families choose to live in different places?

Instruction:

Share interviews with the class - why your family lives here.

Lesson 5:

Objective - What is a map?

Materials: globe, United States map

Instruction:

- Vocabulary - introduce the words map, globe, geography
- Ask children to share what they already know about maps.
- Show them different types of maps and discuss how maps are used. Show children a United States map and assist them in locating the state where they reside. Do they know the names of any other states? Engage children in a discussion about the different colors on a map. How can we tell one state from another? What color represents water? Assist children in locating major bodies of water, mountain ranges, and islands.
- Show children a globe and encourage them to feel how the earth's surface is represented on it. Ask children to find the United States on the globe and then to locate countries where their families may have immigrated from or places where they may have visited.
- Ask children to think of how they would get to this place from their home. What landforms/geography may affect their mode of transportation?

Lesson 6:

Objective - What is a map?

Material: book - Me on the Map, activity

Instruction:

- Read Aloud - Me on the Map - Joan Sweeney - [Me on the Map](#)
- Complete class activity - [Me on the Map Activity](#)

Lesson 7:

Objective- Why do we need maps?

Materials: construction paper, scissors, glue

Instruction:

- Explain that a map shows where things are located. Usually a map shows a place from above. Have students imagine they have wings like a butterfly, and they can fly up to the ceiling of the classroom. Ask: *What do you see from up there? What shapes do you see?* Tell them that their map of the classroom will show what the room looks like from above. It will show where things in the classroom are.

- Emphasize that a simple map of the classroom is a small model that represents something that is really much larger.
- In small groups students will make a classroom map using construction paper, cutting out models of the furniture and other important items in the room.

Lesson 8:

Objective - Why do we need maps?

Materials: construction paper, scissors, glue

Instruction:

- Continue making a classroom map from the day before. When students are finished, display their maps. Share what items are represented in all the maps.
- Discussion:
 1. Why are these important items to have in our maps?
 2. How will this map help students that are new to our classroom?
 3. What might we add to maps to help those new students?
- Students will edit their maps to make any adjustments to make it a better map to support our new friends.

Lesson 9:

Objective - How do we read a map?

Materials: activity

Instruction:

- Vocabulary - introduce the words symbols, key, cardinal directions
- Discuss how we use map symbols, a map key, and cardinal directions to read a map.
- Use this link to show them the parts of the map and how we use them to navigate. Scroll through the real picture, to the map key to the actual map. <https://www.nationalgeographic.org/activity/places-park/>.
- Practice reading the cartoon park picture map and ask these questions.
 1. I start at the swings. I walk north. What activity will I reach first?
 2. I start at the seesaw and I walk east. What will I walk to?
 3. I start at the food stand. I walk South. What activity will I reach first?
- Activity - Reading a map. [studying-zoo](#)

Lesson 10:

Objective - How do we read a map?

Materials: landform book

Instruction:

- Vocabulary - introduce the word landforms
- Discuss that landforms are also symbols found on maps.
- View the map on slide 2 that show landforms represented in the map. [Mapping Landforms](#). Do we have any landforms in our Community? Parks, lakes, ponds, mountains,
- Then watch this video found on Brainpop Jr. on the types of landforms. . [Landforms](#).
- Make a landform book. [LandformsMiniReader-1.pdf](#)

Lesson 11:

Objective - Make a school/community map

Materials: construction paper, scissors, glue

Instruction:

- Read PBL - Now that you learned all about the different kinds of maps I want you to think about new students to our schools/community. Make a school map or community map sharing important places in our schools to help them get adjusted to their new home. Link - <https://docs.google.com/document/d/18Xdal5OtSejwXSGwiiJSZys3vIDF-4n0QwRBUCKnB48/edit?usp=sharing>

Lesson 12:

Objective- Make a school/community map

Materials: construction paper, scissors, glue

Instruction:

- PBL continued

Lesson 13:

Objective- Make a school/community map

Materials: construction paper, scissors, glue

Instruction:

- PBL continue

Lesson 14:**Instruction:**

- Present to the Class
- Use rubric to assess

Assessment:

Rubric for the PBL - [Create a School Map](#)

Unit Title:
Unit 2 - The History and Culture of Our Community
Time Frame:
November - December (9 Lessons)
Standards:
History, Culture, and Perspectives: Continuity and Change <ul style="list-style-type: none"> • 6.1.2.HistoryCC.1 - Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. • 6.1.2.HistoryCC.2 - Use a timeline of important events to make inferences about the "big picture" of history. • 6.1.2.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).
Essential Questions:
<ol style="list-style-type: none"> 1. How can we use a timeline to understand our history? 2. Do we all see the same events in the same way? 3. How has our community changed over time? 4. How has technological progress led to change?
Enduring Understandings:
<ul style="list-style-type: none"> • Timelines can provide us with a sequence of events to help us understand the past. • There are different varieties of sources to provide us information about historical events. • We may have differing accounts of the same event.
Project Task:
What makes us a community is celebrating and respecting our differences in our culture, perspectives and history? Students will create a timeline of their life to help us understand their culture, perspectives and history of their family. The timeline will consist of significant events that are important to the child in order for us to learn more about them.
Consolidated Resources:
<u>Materials:</u> Chart paper Construction paper Brainpop Jr subscription <u>Books:</u> Transportation Then and Now by Robert Nelson Someday by Alison McGhee

Vocabulary:

schoolhouse, history, holiday, customs, change, growth, past, change, rules, transportation. Milestone, respect

Unit Activity Lessons:

Lesson 1:

Objective - Comparing Our Schools, Now and Long Ago

Materials: schoolhouse pictures, venn diagram, activity, games

Instruction:

- Vocabulary - introduce the words past and schoolhouse,
- Ask students -
 - How is our lives in school today different from schools in the past?
 - How is it the same?
 - How have schools changed?
 - How have they stayed the same?
- Cut out and place individual schoolhouse pictures ([Unit 2 Resources](#)) around the room. Students rotate around the room looking at pictures, maybe with magnifying glasses. Discussing with their group what is the same and different about schools today.
- Come back as a class to discuss what they saw in the pictures.
- Using a venn diagram complete this activity - [activity](#)
- Play games from long ago - [LongAgoGames](#)

Lesson 2:

Objective - Comparing Our Schools, Now and Long Ago

Materials: rules long ago, activity or booklet

Instruction:

- Vocabulary - introduce the words rules and change
- Ask students-
 - Why do we have school rules?
 - Do you think schools long ago had the same rules?
- I am going to read this timeline of school rules long ago ([Unit 2 Resources](#)). I want you to think about why these rules were changed over time? What changes still need to be made in our schools?
- School rules activity - [SchoolRules](#) or Create a booklet of rules - [SchoolRulesWritingPromptswithPicturesandSentenceStarters](#)

Lesson 3:

Objective - Comparing Our Transportation, Now and Long Ago

Materials: Book - Transportation Then and Now by Robert Nelson, memory cards

Instruction:

- Vocabulary - Introduce the word transportation
- Ask, - How did you get to school today? Today we will talk about how transportation has changed for the better.
- Turn off sound and Read Aloud Book - [Transportation Then and Now](#) - stop at each page to talk about why the changes were made to these vehicles. Why is the transportation better?
- Activity - memory - cut out two sets of cards. Students play memory [cards](#)

or
Writing Reflection - [Writing Pages](#)

Lesson 4:

Objective- The First Thanksgiving

Materials: graph, video Brainpop jr

Instruction:

- Vocabulary - Introduce the words history, customs and respect
- Brainpopjr video on Thanksgiving
<https://jr.brainpop.com/socialstudies/nativeamericans/thanksgiving/>
- Discuss our communities customs, and traditions during this holiday.
- Then graph and discuss the differences between long ago and present time with this activity. [AThenandNowThanksgivingSocialStudiesGraph](#)

Lesson 5:

Objective - Timelines to Record Important Events

Materials: timeline example, timeline template

Instruction:

- Vocabulary - Introduce the word timeline
- Ask - What is a timeline? Show a timeline here [Unit 2 Resources](#). Questions for discussion:
 - What do you notice? What do the labels mean?
 - How do the pictures match the picture?
 - What does the timeline show us about this student?
- As a class, make a timeline of their school day using times of day and their favorite times throughout the day. (ex. morning meeting, math, lunch, gym) Use template [TimelineTemplate](#)

Lesson 6:

Objective - Timelines to Record Important Events

Materials: chart paper, construction paper

Instruction:

- Vocabulary - Introduce the word holiday
- Holidays and holiday timeline - What holidays do we celebrate this time of year (Nov. and December)
- List those holidays and the dates for celebration on a chart paper. Each child then draws a picture of that holiday and a tradition in the picture that represents what their families do to celebrate the holiday. Ex - Christmas - picture of decorating a tree.
- Then create a large classroom timeline together in order of dates and titles they are celebrated.

Lesson 7:

Objective - PBL

Materials: Book - Someday by Alison McGhee, project letter

Instruction:

- Vocabulary - Introduce the words growth and milestone
- Read aloud Someday by Alison McGhee- [book link](#)
- List some milestones you have made so far. Students choose 8 important milestones in their life. Students take these listed milestones home to create a milestone timeline

with pictures.

- Send home a letter to parents explaining the project. Students bring back on a specific due date to share with the class and hang around the classroom or hallway.
 - Example letter link - [sample](#)

Lesson 8:

Objective - PBL

Share with the class their milestone timeline

Lesson 9:

Objective - PBL

Continue sharing timelines

Assessment:

Rubric - [Timeline Rubric](#)

Unit Title:
Unit 3 - The Government and our Community Rules and Laws
Time Frame:
January - February (12 Lessons)
Standards:
Civics, Government, and Human Rights: Civics and Political Institutions <ul style="list-style-type: none"> • 6.1.2.CivicsPI.1 - Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). • 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 • 6.1.2.CivicsPI.3 - Explain how individuals work with different levels of government to make rules. • 6.1.2.CivicsPI.6 - Explain what government is and its function.
Essential Questions:
<ol style="list-style-type: none"> 1. What are the roles and functions of the local community and government? 2. Who are some of the leaders in our community? 3. What do local leaders do to help the community? 4. What are some community services that meet the needs of the community members? 5. How can we make sure our class runs smoothly? 6. Why are rules and laws important? 7. How can we help other people in our school or community?
Enduring Understandings:
<ul style="list-style-type: none"> • Local community and government leaders have roles and responsibilities to provide services for their community members. • Rules for all to live by are a result of the actions of government, organizations, and individuals. • The actions of individuals and government affect decisions made for the common good.
Project Task:
<p>As students in 1st grade it is our job to understand how we fit into our community. When we learn how to be safe, respectful and responsible in our community, we become better people and citizens.</p> <p>Now YOU will take charge and become a valued community member by discovering important rules within different parts of our communities. YOU will work together to create a tool to provide important safety tips for a community of your choice.</p> <p>Create a way to represent a safety tip for either school / community/ home. Ex. book, poster, collage, slideshow etc.</p>

Consolidated Resources:

Materials:

Construction paper (red and pink)
Butcher paper
Brainpop Jr subscription

Books:

No David by David Shannon
The Story of Ruby Bridges by Robert Coles
When I Grow Up by Michele Frye

Vocabulary:

responsibility, rules, rights, safety, cooperation, honesty, kind, fairness, equality, government, leader, community

Unit Activity Lessons:

Lesson 1:

Objective - How do we get along in our class?

Materials: red or pink construction paper

Instruction:

- Vocabulary - Introduce the word kind
- Students watch video - <https://www.youtube.com/watch?v=k2PJ6T7U2eU> , After the video has played ask students:
 - What do you notice about how the birds treated each other?
 - What are some things they did that were not nice?
 - How would you feel?
 - What would you do about this situation if you were picked on?
 - What should be in place so this doesn't happen in our school or community?
- Wrinkled Heart Activity-
 - Show students a large paper heart and ask students to share examples of unkind actions (school appropriate). As each unkind experience is shared, fold the heart. Keep folding the heart for each unkind gesture until the heart is completely folded.
 - Then ask students to share positive experiences and kind gestures. For each positive experience or a kind gesture, unfold the heart. Complete the sharing until the heart is completely unfolded and open.
 - The visual of the heart is an explanation that when unkind things happen it can hurt our hearts (the folds in the heart). As we experience kindness and forgiveness, our heart opens back up but it is still wrinkled symbolizing that even if we apologize for unkind actions, our unkind actions can still leave a negative mark on someone's heart.
 - Give students a smaller heart and have them write different ways they can be kind.

Lesson 2:

Objective - How do we get along in our class?

Materials: Book No David by David Shannon, Unit 3 pictures, butcher paper

Instruction:

- Vocabulary - Introduce the words rules, responsibility
- Read Aloud - No David or listen to <https://www.youtube.com/watch?v=9Wsod3IPiYY> - ask questions like why are these things wrong.
- Identifying right from wrong - use [Pictures for Unit 3](#) and place around the room with butcher paper. The students will do a "write around" to start today's lesson. Explain to the students that you will let them walk around the room and look at the different pictures. After they look at the pictures they can use the markers to respond to the picture, this might be a picture or a word to describe what is happening/behavior. For example a picture of a child not sharing might make the students draw a sad face or they may write "not sharing." After they are done you might want to give the students a short time to look at what other students wrote. You might take this time to discuss the similar or different responses.
- Afterwards, bring the students to the rug and explain that part of being a positive member of a class is knowing how to follow rules.
- After discussion students work in groups to come up with rules that would change the behavior in the pictures. Save these rules for future lessons.

Lesson 3:

Objective - Why do communities have rules and law?

Materials: paper, reflection sheet

Instruction:

- Vocabulary - Introduce the word safety
- Ask - Why are rules important? Tell students that there are two main reasons for rules
 - a) maintain order
 - b) safety
- Have students bring notebooks to the group. Create a t-chart with the words maintains order and safety at the top. Discuss the rules they created during the last lesson. Discuss what each rule provides for the school community - order or safety and place on t-chart.
- Ask students- can some of the rules work outside of school in our town community. Are there other rules we should add that provide safety or maintain order? Chart those as well.
- Students complete this reflection sheet - [Whywefollowschoolrules](#)

Lesson 4:

Objective - Why do communities have rules and law?

Materials: video, Book - The Story of Ruby Bridges by Robert Coles

Instruction:

- Vocabulary - Introduce the words fairness, equality, rights
- Show a video clip called Fair and Square - [Fair'n square](#)
- Turn and talk with a partner and identify what the problems were in the clip and how they solved them. Discuss as a class.
- Here is a true story about equality - Read Aloud or Listen Aloud to The Story of Ruby Bridges by Robert Coles - [Mrs. Kim Reads The Story of Ruby Bridges](#)
- In your SS notebook or on a piece of paper complete the sentence. Fairness is ...
- Share responses

Lesson 5:

Objective - Who are the leaders in our school and community?

Materials: small ball, Brainpopjr video

Instruction:

- Vocabulary - Introduce the word government, cooperation
- Ask students - Why is it important for everyone to help create the rules and laws in a community?
- Activity - No Rule Game - Divide class into two teams. Line them up side by side across from each other. The teacher tosses a small ball in the air and declares one team the winner for the first point as soon as a student touches the ball. The next time the teacher tosses the ball and declares one of the teams the winner when the ball lands on the floor. The teacher continues to arbitrarily announce that a team wins a point for various reasons. (Teacher does not say the reason for awarding points.) Stop the game as soon as students become frustrated.
- Discuss why the students in the game are frustrated. Ask how the game could be improved. Have one team suggest rules are needed for the game, list the rules on the Board. Play the game again using the rules.
- After playing, discuss with the 2nd team how they felt playing a game where they had no input in creating the rules.
 - Were the rules fair?
 - How did you feel when one team made the rules?
 - What would be a fair way to create rules?
- Watch Brain Pop Jr video: Local and State Government- [Local and State Governments](#)
 - How does this relate to how we generate rules for our home, school and community rules?

Lesson 6:

Objective - Who are the leaders in our school and community?

Materials:

Instruction:

- Vocabulary - Introduce the word leader, community
- Ask students - What is a leader? What makes a good leader? Who are some of our leaders in our school? Who are the leaders in our community?
- Plan an Interview with your principal, the leader of the school. The class creates a list of questions to ask him/her about being the principal/leader of our school. Some question ideas - Discuss how they got this leadership job, what are some important jobs? Set up some time in the next couple of days for your principal to visit and answer these questions.

Lesson 7:

Objective - Who are the community workers in our community?

Materials: Thank You article, Brainpopjr video, chart paper, booklet

Instruction:

- Share reading of Scholastic [Thank You, Community Workers! - September 2020](#) or watch Brainpopjr video on Community Workers <https://jr.brainpop.com/socialstudies/communities/>
- List the community workers in our school and community and how each particular worker helps the school. See the anchor chart below as an example of what to create.



- If time Complete booklet - [CommunityHelperBooklet-1.pdf](#)

Lesson 8:

Objective - Who are the community workers in our community?

Materials: paper, art supplies, anchor chart from yesterday, Thank You template

Instruction:

- Discuss how this time of year is a time for giving thanks and gifts. Ask children to think about why it is important to thank the workers.
- During group time, refer back to the anchor chart created yesterday. Talk about each worker's job and how he or she contributes to the community. Invite small groups into the art area to make drawings and write a few words of thanks to the specific worker.

[ThankyouotesforFirstRespondersandCommunityHelpers](#)

Optional - Make a book cover with the worker's photograph and name to bind with the drawings. Plan time for the class to present their thank-you book to each worker. Save photocopies of each book for the class library.

Lesson 9:

Objective - How can we help our community?

Materials: Book - When I Grow Up by Michele Frye, class booklet

Instruction:

- Turn off the sound and Read Aloud - When I Grow Up by Michele Frye [When I Grow Up - Read Aloud](#), At each slide ask - Do you want to be a ...
- Students write down what they want to be when they grow up and **how** this will help their community. Use this template to support them [WhenIGrowUpClassBook](#). Create a class book and put it into library.

Lesson 10:

Objective - How can we help our community?

Instruction:

Introduce PBL - As students in 1st grade it is our job to understand how we fit into our community. When we learn how to be safe, respectful and responsible in our community, we become better people and citizens.

Now YOU will take charge and become a valued community member by discovering important

rules within different parts of our communities. YOU will work together in groups to create a tool to provide important safety tips for a community of your choice.

Create a way to represent a safety tip for either school / community/ home.
Ex. book, poster, collage, slideshow etc.

Lesson 11:

Objective- PBL

work time if needed

Lesson 12:

Objective- PBL

Share and hang up around the school
Complete assessment below.

Assessment:

Students write about why their safety tips will help their school or community.

Writing Checklist - (choose one) [FirstGradeWritingRubricsChecklistsSelfAssessment-1.pdf](#)

Unit Title:
Unit 4 - Economics in Our Backyard
Time Frame:
March - April (12 Lessons)
Standards:
<p>Economics, Innovation, and Technology: Exchange and Markets</p> <ul style="list-style-type: none"> • 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). <p>Economics, Innovation, and Technology: National Economy</p> <ul style="list-style-type: none"> • 6.1.2.EconNE.2 - Describe examples of goods and services that governments provide.
Essential Questions:
<ol style="list-style-type: none"> 1. What are goods and services? What are some examples that our government provides? 2. How do we produce goods? 3. What skills do you need to perform a service? 4. What goods and services are produced in our community and other communities close by? 5. How do we exchange goods and services? 6. How does the government help individuals and communities?
Enduring Understandings:
<ul style="list-style-type: none"> • Goods and services are produced and exchanged in multiple ways like purchasing, borrowing and bartering. • Skills are needed to provide a service in the community. • Our community and other local communities provide us goods and services, • Governments play an economic role in the lives of individuals and communities by providing us goods and services in our local communities.
Project Task:
<p>Sometimes, as children, we earn money. When we do our chores, we get an allowance. When we celebrate a special event in our lives, we might receive the gift of money. We have lots of options for what to do with our money. We can save it in a bank account. We can spend it right away on small treats. We can also donate it to those who can't afford basic needs like food, water, or shelter. There are communities around the country that need your help! What can we do to help others? What service or goods would you provide to</p>

our community?

Vocabulary:

Income, job, service, skill, goods, market, needs, wants

Consolidated Resources:

Materials:

Paper lunch bags

Construction paper

Books:

Beatrice's Goat by Paige MxBrier

The Water Princess by Susan Verde

Unit Activity Lessons:

Lesson 1:

Objective - What is a good vs. a service?

Materials: ebook - Goods and Service Around Town, activity

Instruction:

- Vocabulary - Introduce the words goods, services
- Ask students what they think is a good or service? Then read Aloud - Goods and Services Around Town on Epic Books <https://www.getepic.com/app/read/42535>
- Explain to students that people buy, use, and exchange goods and services. A good is a physical item that can be bought, touched, and used. A service is the action done for people who pay for the service.
- Create a class t-chart with the following words Goods or Services. With each word/card have students name it as a GOOD or SERVICE then write it down. 1. Flowers (GOOD) 2. Paint (GOOD) 3. Baker making cookies (SERVICE) 4. Car (GOOD) 5. Doctor giving a shot (SERVICE)
- Choose one activity below:
 1. Write Around the Room - [GoodsandServicesWritetheRoomFreebie-1.pdf](#)
 2. [goods-vs-services.pdf](#)
 3. [identifying.pdf](#)

Lesson 2:

Objective - What is a good vs. a service?

Materials: ebook On the Job as School, Interview sheet

Instruction:

- Vocabulary - skills, job
- Ask - What are the skills and knowledge you need to be a doctor, policemen, teacher, principal?
- Read Aloud On the Job at School - <https://www.getepic.com/app/read/62075> - *Note to Teacher - although this may be a bit above grade level, read about each job and what skills each person in the school must have to perform their job. You can skip over other parts.*
- Explain to kids that for homework students will Interview their parents/an adult about

their jobs. - [Job Interview](#)

Lesson 3:

Objective - exchanging goods and services

Materials: book - Beatrice's Goat by Paige MxBrier

Instruction:

- Vocabulary - Introduce the word income
 - Listen Aloud to the book Beatrice's Goat - [Beatrice's Goat By: Paige McBrier](#)
- Discussion questions:
1. What did Beatrice yearn to do? (Beatrice yearned to go to school.)
 2. Why couldn't Beatrice go to school? (Beatrice's family didn't have the money to buy the uniform and books she needed to attend school.)
 3. How did the goat, Mugisa, help Beatrice's family? (The goat's milk provided the family with nutrition, so they were healthier, and it also provided an income because the family sold the milk they didn't drink.)

Lesson 4:

Objective - exchanging goods and services

Materials: poem, writing paper

Instruction:

- Vocabulary - money
- Teacher reviews yesterday's book. We learned about Beatrice and how her family made money off of the goat. Her mom saved enough money to pay for Beatrice to attend school.
- Shared reading of one of the money poems. <https://teachmama.com/wp-content/uploads/2010/05/money-poems-money-songs-.pdf>
- Discuss what you would save for. Students write down what they would like and how they will earn the money.
- Share their writing with the class

Lesson 5:

Objective - What goods does our community produce?

Materials: ebook - A Farmer's Book, lunch bags, construction paper

Instruction:

- Vocabulary - Introduce the words market
- Share reading on A Farmers Market - <https://www.getepic.com/app/read/73354>
- Create a list of stores in our Community of Summit and the goods they sell.
- Then create a 3D town using paper lunch bags. Students choose one store from the chart and decorate their bag. Students attach a list of all the goods it sells. See picture for idea.



Lesson 6:

Objective - What goods does our community produce?

Continue making the 3D town. Put the city together and each group shares their business with the class and the goods they sell.

Lesson 7:

Objective - What do families want and need?

Materials: video, activities

Instruction:

- Vocabulary - Introduce the words wants, needs
- Watch the wants and needs video [Needs and Wants](#)
- Play game together <https://www.myfloridacfo.com/mymoney/games/needs-vs-wants-game.html>
- Choose one of the following activities for students to complete:
 1. [circle.pdf](#)
 2. [sort.pdf](#)

Lesson 8:

Objective - What do families want and need?

Materials: needs and wants signs, book - The Water Princess by Susan Verde

Instruction:

- Explain that we are going to play a game to decide what things are needs and what things are wants for us (or people). Explain that one side of the room is labeled "Needs" and the other is labeled "Wants." Explain that something will be said and they will move to whichever side depending on if it is a need or a want.
- Have students stand up and then go through each of the things on the needs/wants list.
 - List of wants and needs to read or show pictures (See pictures below)
 - Air
 - Tickets to Frozen on Ice
 - Water
 - The Star Wars Angry Birds Game
 - Food... then: A three scoop double chocolate fudge sundae with sprinkles on top (Although a food, this is a special food that we could

survive without, but may want as a treat)

- Sleep
- Shelter/ Place to sleep/ Home

After every student has picked a side, as someone from each side to explain why they believe it is a need or a want. Restate that _____ is a need because we have to have it to survive or _____ is a want because we like it but do not have to have it.

- Then read a book aloud called The Water Princess by Susan Verde - [Water Princess](#). Discuss how not all people have access to these wants like we do.

Lesson 9:

Objective - PBL

- Sometimes, as children, we earn money. When we do our chores, we get an allowance. When we celebrate a special event in our lives, we might receive the gift of money. We have lots of options for what to do with our money. We can save it in a bank account. We can spend it right away on small treats. We can also donate it to those who can't afford basic needs like food, water, or shelter. There are communities around the country that need your help! What can we do to help others? What service or goods would you provide to our community?
- Task - You are the leader of our town - the mayor. What would you do to support the needs of our community? Write an opinion piece about what you think the town needs and how you would deliver this to the people.

Lesson 10:

Objective - PBL

Work Time - Continue writing your opinion piece.

Lesson 11:

Objective - PBL

Record your opinion piece on Flipgrid. (Optional - send ideas to the Mayor of Summit or principal)

Lesson 12:

Objective - PBL

Record your opinion piece on Flipgrid. (Optional - send ideas to the Mayor of Summit or principal)

Assessment:

Rubric for their opinion writing (see literacy curriculum)

Unit Title: D
Unit 5 - Growth Mindset and Our Amazing Brain
Time Frame:
May (8 Lessons)
Standards
<p>NJ SEL Competencies/Sub competencies:</p> <p>Self Awareness:</p> <ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self Management:</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals <p>Responsible Decision Making:</p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions
Essential Questions:
<ol style="list-style-type: none"> 1. What does it mean to be resilient? 2. What does it mean to have a growth mindset vs. a fixed mindset? (Power of Yet) 3. What can you do to help your brain grow and stretch? 4. How can I stay positive when things feel difficult? (Self Esteem)
Enduring Understandings:
<ul style="list-style-type: none"> • To review the understanding of peaks and valleys from the Flexible Thinking THRIVE unit. • To provide students with an understanding of what it means to be resilient and how to manage the emotions that come with facing setbacks. • To be able to define a fixed mindset versus a growth mindset when problem solving. • To provide students with the opportunity to respond to barriers, setbacks or a challenge by trying multiple solutions/using a growth mindset. • Learn to identify the consequences associated with one's actions in order to make constructive choices. • To understand what the brain does, that it can change and stretch, and that it can get stronger by learning new things. • To help students generate positive affirmations as a response to a setback or challenge.

Project Task:

Students will work in groups using an assortment of odd materials to create a model-size mode of transportation. Students will design, create and test their project before presenting it to the class.

Consolidated Resources

Materials:

- Art supplies/Building materials: Pipe cleaners, popsicle sticks, glue, rubber bands, paper scraps, fabric scraps, empty water bottles, water bottle caps, buttons, beads, cardboard, etc. (some materials can be purchased and some can be collected in each school)

Books:

- Salt in His Shoes by Dolores Jordan
- [Your Fantastic Elastic Brain by JoAnn Deak](#)

Vocabulary

Peak: Something awesome from your week (a high point).

Valley: Something hard from your week (a low point).

Resilience: The ability to cope with and overcome challenges.

Problem solver: Someone who looks for ways to overcome challenges and doesn't give up when one strategy doesn't work. They learn from their mistakes. They are okay with asking for help.

Fixed Mindset: When one believes their basic abilities, intelligence, and talents are just fixed (permanent or set) traits.

Growth Mindset: When one believes their abilities and intelligence can be developed with effort, learning, and persistence.

Unit Activity Lessons:

Lesson 1:

Objective - Flexible Thinking and what it means to be resilient. (feel free to use/refer to this former [THRIVE](#) lesson focused on Flexible Thinking)

Materials: visual link, worksheet, Thrive lessons

Instruction:

- Vocabulary - Introduce the words peak and valley
 - a peak is something awesome about their week (a high point)
 - and a valley is something hard or difficult that happened during their week (a low point).
- You can use this [visual](#) when discussing with the class. Ask students to share examples of both a valley and a peak that recently happened to them in the same week (Teacher can start with an example if students need help getting started).
- Students can draw/write a peak and valley from their week on this [worksheet](#).
- Students will hold onto this for use in the next lesson.

Lesson 2:

Objective - Flexible Thinking and what it means to be resilient. (feel free to use/refer to this former [THRIVE](#) lesson focused on Flexible Thinking)

Materials - video, visuals,

Instruction:

- Vocabulary - Introduce the words problem solver
- View [Sesame Street Bruno Mars: Don't Give Up](#)
- Review/discuss strategies to learn to be resilient using any or all of these visuals:
 - [The Problem Solving Loop](#)
 - [Problem Solving Strategies](#)
 - [Problem Solving Wheel](#)
- Using the valleys that were recorded on the worksheet yesterday, discuss ways in which students can problem solve the situations. (Teachers can model first using a valley and choosing a problem solving strategy)
- Students can be paired up or put into groups. Each be given one or two valleys to work through while using the strategies which can be posted for all to see.

Lesson 3:

Objective - Learning the difference between a fixed mindset and a growth mindset

Materials - video, questions

Instruction:

- Vocabulary - Introduce the words resilience
- Watch the video [The Incredible Power of Yet](#) and go over these [discussion questions](#) (or you can click on the discuss tab) and allow students to share responses as a whole class or in small groups (turn and talk with a partner).
- Exit Ticket - Journal at time when you had a growth mindset.

Lesson 4:

Objective- Consequences to actions

Materials - video, Book - Salt in His Shoes by Dolores Jordan

Instruction:

- Vocabulary - Revisit the word resilience
- Watch the video [You Can Learn Anything](#) as a class. Discuss how the video states that complex things are built on basic ideas that anyone can learn.
- Read Aloud - Salt in His Shoes by Dolores Jordan - <https://www.youtube.com/watch?v=8b7ELUOxd00>
- Let's take a look at three people we are all familiar with and come up with ideas of things they had to learn first before they became great (make a list for each).
 - **Lebron James**
Possible answers: He had to learn to dribble, shoot the ball, walk, run, etc.
 - **Dr. Seuss**
Possible answers: He had to learn to write, draw, invent rhymes, etc.
 - **Beyonce**
Possible answers: She had to learn to read music, dance, hit musical notes, etc.

Note: You can substitute any recognizable personalities that may resonate with your students.

- Discuss as a class: What do you think would have happened if LeBron James didn't score any points in his first game and quit? Or Beyonce gave up because she lost a singing contest? Or someone told Dr. Seuss that his books were silly and on one would like them so he stopped writing altogether? (*Possible answers: LeBron wouldn't be one of the greatest players of all time; Beyonce might not have pursued her dream to sing; Dr. Seuss wouldn't have published any books*).
- Discuss with students that all people struggle before they stride, especially people who eventually become great. Growth mindset is believing you can do anything and working hard to get better. Fixed mindset is believing you can't get better and giving up which comes with consequences and changes to your ultimate goal.

Lesson 5:

Objective- Using a growth mindset to accomplish a difficult task

Materials - classroom supplies, planning packet

Instruction:

- Vocabulary - Introduce the words growth mindset and fixed mindset
- Introduce Mystery Build Challenge to the students: Students will work in groups using an assortment of odd materials to create a model-size mode of transportation. Students will design, create and test their project before presenting it to the class.
- The students will be put into groups and create something using different supplies (Teacher can choose groups at random or create the groups ahead of time).
- Students can only use the supplies given by the teacher to create a model sized mode of transportation (car, plane, train, bike, skateboard, boat). **Teachers should create a list of the supplies that students will be able to use for their project.**
- Students will have to use what they've learned about having a growth mindset in order to plan, test and improve their project, while working with others who may have different ideas.

Students can use this [planning packet](#) to record their ideas and plans.

Today students will begin to:

- Brainstorm ideas and choose what type of transportation they are going to build
- Sketch their design
- Choose their items and begin building
- Test out their project-does it work? (Can it roll, float?)
- Make adjustments and retest
- Final touches to be ready to present

Lesson 6:

Objective- Using a growth mindset to accomplish a difficult task

Materials - classroom materials, planning packet

Instruction:

- Allow your students to continue to work on their projects in their groups. Make sure they are completing each step of the project and taking notes in their packet as they work.

Lesson 7:

Objective- Project Presentations and Understanding your amazing brain and how it's related to Growth Mindset

Materials - projects

Instruction:

- Project Presentations
- Students will present their final projects to the class in the style of your choice (Gallery Walk, recorded video, in front of the class, etc.)
- Questions to ask groups:
 - Did you face any challenges while coming up with the design of your project?
 - How did you work through the problem (did you use a growth mindset, did your group argue, did you use problem solving strategies?)

Lesson 8:

Objective - Project Presentations and Understanding your amazing brain and how it's related to Growth Mindset

Materials - completed projects, book, posters

Instruction:

As we close the unit, teachers should remind students that having a growth mindset can help them solve problems when they face a challenge or bump in the road with something they are trying to accomplish.

- Read [Your Fantastic Elastic Brain by JoAnn Deak](#)
- Poster: [Your Fantastic Elastic Brain](#) (to hang in the classroom)
- [Mini poster/positive affirmation](#) (print out a copy for each student for the closing activity)

Closing Activity:

- Hand out a copy of the Fantastic Elastic Brain mini poster to each student.
- Students will create a positive affirmation to add to the bottom of their mini poster.
- The teacher will laminate (if possible) and students can tape these to the tops of their desks to remind them to stay positive when they are facing a problem. (make sure students write their name on the back of their mini poster/affirmation before they are collected for lamination!)

Assessment:

[Rubric for PBL](#)