



Social Studies Department

Grade 1

Developed By: Tracy McCormick

Effective Date: Fall 2021/2022

Scope and Sequence

Month	Unit Number	Unit Name
September	Unit 1	Civics
October	Unit 1	Civics
November	Unit 1/Unit 2	Civics/Economics
December	Unit 2	Economics
January	Unit 2	Economics
February	Unit 3	Geography
March	Unit 3	Geography
April	Unit 3/Unit 4	Geography/History
May	Unit 4	History
June	Unit 4	History

Unit 1

Civics

Summary and Rationale

In order to participate in a civic and democratic society, students must demonstrate civic engagement. Civics teaches students to participate in a governing society. The very first governing society they are introduced to outside of the home is their classroom. Students will learn civic virtues, rules, and the basic principles that guide participation in a society. Students will learn how citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good. Students will learn how economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity. In this unit, students will learn how to get along in school, why it's important to learn from one another, why schools have rules, how to be a good helper, and what unique groups we belong to.

Recommended Pacing

8-10 weeks (You may need 1-3 additional days per lesson for independent student work including reading the Student Text, completing the Interactive Student Notebooks, playing the Lesson Games, and completing the Assessment.)

Standards

NJSLS ([SEE HERE](#))

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.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPI.6	Explain what the government is and its function.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

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.CivicsPR.1	Determine what makes a good rule or law
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
CCSS-ELA - Reading (SEE HERE)	
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by

	using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.A	Read grade-level text with purpose and understanding.
RF.1.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1.A.	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based

	on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.5.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
CCSS-ELA - Writing (SEE HERE)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Social Justice Standards (As Applicable) SEE HERE	
ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.
JU.K-2.12	I know when people are treated unfairly.
Instructional Focus	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> Local community and government leaders have roles and responsibilities to provide services for their community members. 	<ul style="list-style-type: none"> How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

<ul style="list-style-type: none"> ● 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. ● When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard. ● The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices). ● Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly. ● Processes and rules should be fair, consistent, and respectful of the human rights of all people. ● Certain character traits can help individuals become productive members of their community. ● When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard. 	<ul style="list-style-type: none"> ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
---	--

<p>Unit Inquiry Question(s) → How do we help others?</p> <ul style="list-style-type: none"> ● Lesson 1 - How do we get along in school? ● Lesson 2 - Why is it important to learn from each other? ● Lesson 3 - Why do schools have rules? ● Lesson 4 - How are we good helpers at school? ● Lesson 5 - What groups do we belong to?
--

Objectives (SLO)

<p>Students will:</p> <p><u>Lesson 1:</u></p> <ul style="list-style-type: none"> ● identify students’ responsibilities to one another in the school community ● identify the benefits of four ways of cooperating in school. ● explain what it means to play fairly and be a good sport. ● express comfort with people who are both similar to and different from them and engage respectfully with all people. <p><u>Lesson 2:</u></p> <ul style="list-style-type: none"> ● Identify similarities and differences among classmates. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● sing a song about cooperative behaviors. ● watch videos and then act out ways to get along with others at school. ● listen to and discuss a story about two goats who discover the importance of getting along. ● predict outcomes of behavior. ● share ideas and plans with a partner. (speaking and listening) ● read song lyrics as a shared reading experience. (reading) ● write a short sentence from a model. (writing) ● demonstrate considerate conversational behavior. (speaking and listening) ● read a fable and identify the moral. (reading)
---	--

<ul style="list-style-type: none"> ● Compare and contrast classmates' personal preferences and talents. ● Categorize classmates according to their special talents. ● Analyze the costs and benefits of different choices. ● Respond to diversity by building empathy, respect, understanding, and connection. <p><u>Lesson 3:</u></p> <ul style="list-style-type: none"> ● Identify the purpose and benefits of having rules at school. ● Compare rules at home with rules at school and laws in the community. ● Illustrate the consequences of following and breaking rules. ● Recognize unfairness on an individual level and its harmful impact. <p><u>Lesson 4:</u></p> <ul style="list-style-type: none"> ● Make decisions about the best way to be a good citizen. ● Describe characteristics of being a good citizen. ● Make constructive and respectful choices that consider the well-being of self and others. <p><u>Lesson 5:</u></p> <ul style="list-style-type: none"> ● Identify family, school, and community groups. ● Sort pictures according to specified criteria. ● Apply knowledge about groups to one's own life. ● Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people. 	<ul style="list-style-type: none"> ● respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. ● contribute to group discussions. (speaking and listening) ● research a law in the community. (reading) ● write and illustrate one school rule. (writing) ● regulate one's emotions and behaviors. ● present reasons for a choice and persuade others. (speaking) ● describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (speaking and listening) ● behave responsibly in personal and community contexts. ● recognize leadership capacity in oneself and others. ● explain reasons for a choice. (speaking) ● identify main ideas and details in the text. (reading) ● develop positive social identities based on membership in multiple groups in society. ● Develop language and historical and cultural knowledge that affirm and accurately describe membership in multiple identity groups. ● Recognize that people's multiple identities interact and create unique and complex individuals.
--	---

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project Unit 1](#)
- [Lesson 1 TCI Assessment](#): How do we get along in school?
- [Lesson 2 TCI Assessment](#): Why is it important to learn from each other?
- [Lesson 3 TCI Assessment](#): Why do schools have rules?
- [Lesson 4 TCI Assessment](#): How are we good helpers at school?
- [Lesson 5 TCI Assessment](#): What groups do we belong to?

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - My School and Family *Enhancing Learning Resources (literature, websites, activities)
 - [Lesson 1 - How Do We Get Along in School?](#)
 - [Lesson 2 - Why Is It Important to Learn From Each Other?](#)
 - [Lesson 3 - Why Do Schools Have Rules?](#)
 - [Lesson 4 - How Are We Good Helpers at School?](#)
 - [Lesson 5 - What Groups Do We Belong To?](#)
- Civics and Government series (Rules, We Have Rules, Making Rules, Learning the Rules, Play By the Rules)
- The Sneetches by Dr. Seuss
- Have You Filled Your Bucket Today? by Carol McCloud
- Know and Follow Rules by Cheri Meiners
- David Goes to School by David Shannon
- Following Rules by Cassie Mayer
- Rules for School by Alec Greven
- Never Spit on Your Shoes by Denys Cazet
- Howard P. Wigglebottom series by Howard Binkow

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications - [Sample](#)

Special Education -

Lesson 1: During Hands-On Activity: Getting Along, many students will excel with this bodily kinesthetic method of learning how to get along. Directly connect the actions students take in the skits to words and phrases in the text. Also allow for alternate methods of acting it out to allow for students with physical limitations.

Lesson 2: In the Preview, review the categories in the Activity Notes before students begin to collect their classmates' autographs. Ensure that they can identify the categories from the pictures. Also, consider asking students to focus on collecting autographs for only the first page of categories.

Lesson 3: In the Preview Activity, modify the second game to accommodate children with physical disabilities. For example, consider playing the game indoors, and establish a rule that players remain seated as they quickly pass the ball from hand to hand, without throwing it.

Lesson 4: For the topics discussed on each page in the Student Text, ask students to do a mini act-it-out or role-play for the rest of the class. For example:

- Section 1: We Take Care of Our Things: Leave out a ball from recess and ask students to model putting it away.
- Section 2: We Do Our Best: Ask students to demonstrate how to line up quickly and quietly for recess.
- Section 3: We Respect Others: Have students model an appropriate way to say "please" and "thank you."

Lesson 5: During Show What You Know, after students draw their three pictures, provide more context if they are having trouble with figuring out how to label their family (last name), school (school name), and community (e.g., city, neighborhood, team).

ELL -

Lesson 1: Create a station with “The Getting Along Song” in a listening center, and place a copy of the lyrics at the station. In the lyrics, highlight the new terms *share*, *talk*, *listen*, and *take turns*. This will help students become more familiar with the language and concept of getting along. Create simple posters for each of the terms to post around the room and refer to throughout the activities in this lesson.

Lesson 2: Give English Learners a way to understand and remember the vocabulary words *alike* and *different*, which are used throughout this lesson. Before beginning the lesson, help students create a two-column chart on construction paper. Label one column Same/Alike and the other Different. Distribute stickers—a mixed variety containing some that are alike and different—to students to place on the chart in pairs. Guide them to place a pair of identical stickers in the Same/Alike column, side by side, and a pair of unlike stickers in the Different column, again side by side. Alternatively, have the students draw (or color, cut, and paste) a pair of suitable pictures for each column. Students can refer back to this simple chart throughout the lesson when they need help remembering the meanings of these words.

Lesson 3: As you work to help students develop vocabulary throughout the lesson, use role-playing to enhance comprehension of the four new ideas: *get along*, *be safe*, *be fair*, and *learn*. For each idea, choose volunteers to act out two simple scenes: one representing the term and one representing its opposite. For example, for *get along*, have two students act out happily sharing a classroom item, such as crayons and then act out selfishly not sharing the same item. Discuss facial expressions, body language, and the words that people use as they practice getting along, being safe, being fair, and learning. This will give students a visual and kinesthetic memory of the meaning of each new term.

Lesson 4: Facilitate group work to ensure that all students, especially English Learners, are engaging in dialogue and have a chance to be included.

Lesson 5: Any time you discuss different types of groups, remember to highlight that people of different backgrounds/origins are an example of a type of group, as are people who speak a common language. This will help your students recognize and appreciate their different backgrounds and languages. During Hands-On Activity: Hidden Words, provide sentence frames for students to use when they share their answers (e.g., The hidden word is . . .).

Gifted and Talented -

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

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

Lesson 3: Start a student council for your classroom, and allow the class to vote for leaders. Officers might include a president, vice president, director of supplies, and recess coordinator. Arrange a time for this council to meet to discuss and set three classroom rules. Provide banner or poster paper, and help the council members create a large display for each rule, with words and pictures. When the council presents the rules to the class, have the rest of the students role-play what each rule looks like.

Lesson 4: For additional decision-making practice that requires students to suggest their own solutions, form small groups and present this situation: *A team of four children is sitting at the art table. The teacher has asked them to work together to create a poster about Clara Barton. One person on the team is daydreaming and drawing a picture of dragons. What's the best thing to do?* Tell each group to think of three possible ways to respond. Call on groups to perform act-it-outs demonstrating different responses. Student volunteers can then lead the class in the discussion of which responses are appropriate, which are not appropriate, and why they are not appropriate. Also, consider having students make and present Helping Hand Awards for a helpful character in a book—either a real person such as Clara Barton or a fictional person such as the woodcutter in "Little Red Riding Hood." Discuss with students the clues in a story that tell us whether someone is a real person or a make-believe character. Have them add the label *Real* or *Make-believe* to their book-character Helping Hand Awards.

Lesson 5: Have students interview five people outside the classroom (e.g., parents, siblings, neighbors, friends) and ask each person to name three groups to which he or she belongs. After students collect the data, have them classify each response as a family, school, or community group. Have students share their findings, and either help them or have them help each other identify patterns, similarities, and differences. Encourage students to draw conclusions such as these: *Adults belong to groups. Children and adults can belong to the same groups. More adults belong to community groups than the kids in our class do.*

504 - as needed for all lessons

- Group assignments
 - Use of scribe
 - Additional time and separate room for test taking
 - Additional time for in-class assignments
 - Computer with voice output, spelling and grammar checker
 - Seating in the front of the class
 - Assignments in electronic format
1. Individualized instruction
 2. Use High Interest materials
 3. Modeling
 4. Provide Immediate Feedback
 5. Relate learning to real life situations when possible
 6. Use proximity changes about the room to keep students focused
 7. Offer a printed copy or copy of teacher notes
 8. Allow for spelling and grammar errors
 9. Offer individual help throughout the lesson
 10. Differentiated Instruction/Readings
 11. Speech to Text
 12. Modified Readings and Primary Source documents

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.

- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

Economics

Summary and Rationale

In order to make an effective economic decision, students need to understand how humans consider cost and benefits with the ultimate goal of making decisions that will enable people and societies to be as well off as possible. The first step is to understand the difference between a need and a want and how this information helps people choose resources. Students will learn how individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources. Students will learn what the possible consequences of these decisions are for individuals, groups, and societies. Students will learn how scientific and technological developments over the course of history changed the way people live and economies and governments function. In this unit, students will learn who works at their school, the wants and needs of families, how family members care for one another, and what good neighbors do.

Recommended Pacing

8-10 weeks (You may need 1-3 additional days per lesson for independent student work including reading the Student Text, completing the Interactive Student Notebooks, playing the Lesson Games, and completing the Assessment.)

Standards

NJSLS ([SEE HERE](#))

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.
CCSS-ELA - Reading (SEE HERE)	
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.A	Read grade-level text with purpose and understanding.
RF.1.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1.A.	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.5.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
CCSS-ELA - Writing (SEE HERE)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Social Justice Standards (As Applicable) SEE HERE	
JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.

Instructional Focus	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> • Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. • Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g. saving, spending, acquiring debt, investing). • Goods and services are produced and exchanged in multiple ways. • The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities. • There are benefits to trading goods and services with other countries. 	<ul style="list-style-type: none"> • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economics and governments function?
Unit Inquiry Question(s) → What can a trip to the store teach us about economics?	

- Lesson 6 - Who works at your school?
- Lesson 7 - What do families need and want?
- Lesson 8 - How do family members care for each other?
- Lesson 9 - What do good neighbors do?

Objectives (SLO)

Students will:

Lesson 6:

- Make inferences about a person's job from video images.
- Give supporting evidence for inferences.
- Identify the contributions of service providers in the school.
- Take a "career inventory" and use it to learn about service jobs. (reading)
- Write a thank you letter to a service worker at your school. (writing)
- Identify when help is needed and who can provide it.
- Respectfully express curiosity about the lived experiences of others.

Lesson 7:

- Distinguish between needs as things we must have to live and wants as things it would be nice to have.
- Identify food, clothing, and shelter as needs each family has.
- Understand that people use money to buy goods and services in markets.
- Explore the choices people make when buying needs and wants.
- Describe jobs that people do to earn money to meet their needs and wants.
- Identify items a family might need and want while away from home.
- Retell events in sequence. (listening and speaking)
- Make constructive and respectful choices that consider the well-being of self and others.

Lesson 8:

- Give examples of one's own family activities to relate new concepts to personal experience.
- Discuss ways to show caring within a family system by completing chores.
- Use reasoning skills to place steps for six different chores in chronological order.

Students will be able to:

- Watch four videos and make a claim about the type of jobs they show.
- Use visual clues as evidence to back up your claim.
- Use money to purchase five items in the marketplace that reflect key needs and wants.
- Program Charlie Chorebot to do each chore.
- Put the chores in the correct order, step by step.
- Move around a neighborhood looking for good neighbors.
- Determine how they are making their neighborhoods better.
- Share information about neighbors by drawing their picture, sharing their name, and one thing you like about them.

<ul style="list-style-type: none"> ● Present reasons for a choice and challenge or support others' choices. (speaking and listening) ● Develop positive social identities based on their membership in multiple groups in society. <p>Lesson 9:</p> <ul style="list-style-type: none"> ● Define the concepts of neighborhood and neighbors. ● Identify the types of behavior that characterize good neighbors. ● Evaluate behaviors and choose those that illustrate a way of being neighborly. ● Apply new learning in a personal statement. (writing) ● Express comfort with people who are both similar to and different from themselves and engage respectfully with all people. 	
---	--

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project Unit 2](#)
- [Lesson 6 TCI Assessment:](#) Who works at your school?
- [Lesson 7 TCI Assessment:](#) What do families need and want?
- [Lesson 8 TCI Assessment:](#) How do family members care for each other?
- [Lesson 9 TCI Assessment:](#) What do good neighbors do?

Suggested Documents, Resources, & Technology Tools

- Documents & Resources:
- TCI Social Studies Alive - My School and Family *Enhancing Learning Resources (literature, websites, activities)
 - [Lesson 6: Who works at your school?](#)
 - [Lesson 7: What do families need and want?](#)
 - [Lesson 8: How do family members care for each other?](#)
 - [Lesson 9: What do good neighbors do?](#)
 -
 - [Alexander Who Used to be Rich Last Sunday](#) by Judith Viorst
 - [Franklin's Neighborhood](#) by Paulette Bourgeois
 - [A Birthday for Frances](#) by Russell Hoban
 - [Pigs Will Be Pigs](#) by Amy Axelrod
 - [The Berenstain Bears Get the Gimmes](#) by Stan & Jan Berenstain
 - [A Chair for My Mother](#) by Vera Williams
 - [Needs and Wants](#) by Susan Ring
 - [If You Give a Mouse a Cookie](#) by Laura Numeroff (distinguish between goods & services)

- Use the Holiday Boutique in December run by the P.T.O. to discuss wants & needs

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications - [Sample](#)

Special Education -

Lesson 6: After students read about the different service jobs at school, break the class up into groups, assign each group a worker, and have them prepare a skit showing what that worker does in their job and what makes their job difficult. In this way, the learning will be reinforced through multiple modalities (including physically acting out what the student has learned) and students will have the opportunity to work with learners of different abilities.

Lesson 7: During Hands-On Activity: Playing the Marketplace Game, provide additional support as needed to students who need assistance managing their playing chips and doing the required subtraction.

Lesson 8: After completing the Show What You Know activity, help students to write out the steps to complete the chores they have chosen to draw to reinforce the lesson's content through multiple modalities.

Lesson 9: Have students role-play being good neighbors. Ask for a few volunteers to act out something a good neighbor would do (such as cleaning up, helping an elderly neighbor cross the street, or waving hello), and have the rest of the class guess the behavior or task that is being modeled. This will give students the opportunity to see and then physically model concepts from the lesson.

ELL -

Lesson 6: During Hands-On Activity: Exploring Service Jobs at Your School, help students to put their guess and reasoning for that choice in writing to practice vocabulary pertaining to the jobs discussed in this lesson.

Lesson 7: Give students sentence frames when discussing needs and wants to help English learners to participate in discussions of the Hands-On Activity: Playing the Marketplace Game and Extension: Discussing Needs and Wants.

Lesson 8: Use role-playing to help students develop vocabulary pertaining to the chores discussed in this lesson. Choose volunteers to act out different household chores and have the class guess which chore is being shown. This will provide English learners an opportunity to learn and practice new vocabulary to better participate in the Hands-On Activity: Programming Charlie Chorebot.

Lesson 9: During the Hands-On Activity: I Spy a Good Neighbor, have students write out their guesses for each video. Provide sentence frames and a word bank with terms students might find useful.

Gifted and Talented -

Lesson 6: After reading Social Studies Stories: Ms. Johnson Has Many Jobs, have students complete a research project in which they ask parents or a librarian to help them find the name of a leader in your state. Ask students to enlist the help of adults or older siblings in finding Internet or newspaper pictures of these people, which can be made into a class display of "Our Leaders." Use this display to have students write "Who Am I?" riddles to present to their classmates. They might model their riddles on those in Sections 2–5 of this lesson.

Lesson 7: Enlist student help in setting up a simulated grocery store. Distribute index cards and have mixed-ability pairs use these to draw and label individual grocery items for sale. You might provide grocery flyers as a source of ideas. Assign a simple price to each item. Ask for volunteers to perform the service jobs in the store—stock clerks, store manager, cashiers, baggers. Put the managers and stock clerks in charge of arranging the grocery items in general categories on a table or other surface. Give each remaining pair a fixed amount of play dollars to “buy groceries” for their family. When they have spent their money, have them write a short “shopping report” listing what they bought and labeling each item a need or a want. Have students take turns working in the store so that service workers also have a chance to shop.

Lesson 8: Have students work on a school-wide plan similar to the one made by the students at Park School as described in the Social Studies Story: Taking Care of Earth. For example, if the students pledge to reduce the amount of trash in the school, have them deliver their pledge to one class at each grade in your school. After sharing their own pledges, students can provide ideas that might encourage second, third, or fourth graders to contribute to the plan. Students can then report back how the classes at the other grades will support the idea of “greening” your school.

Lesson 9: After reading Social Studies Stories: Trading for Apples, have students create their own barter story with themselves as the main character. As a prewriting activity, have each of them identify something they want or need, something they have to offer in a trade, and four things their friends might want to trade. Then have each student create a series of four pictures that show the sequence of exchanges they make and with whom, captioning each picture with one or two sentences. They can share their picture stories with their classmates.

504 - as needed for all lessons

- Group assignments
 - Use of scribe
 - Additional time and separate room for test taking
 - Additional time for in-class assignments
 - Computer with voice output, spelling and grammar checker
 - Seating in the front of the class
 - Assignments in electronic format
1. Individualized instruction
 2. Use High Interest materials
 3. Modeling
 4. Provide Immediate Feedback
 5. Relate learning to real life situations when possible
 6. Use proximity changes about the room to keep students focused
 7. Offer a printed copy or copy of teacher notes
 8. Allow for spelling and grammar errors
 9. Offer individual help throughout the lesson
 10. Differentiated Instruction/Readings
 11. Speech to Text
 12. Modified Readings and Primary Source documents

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.

- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Geography

Summary and Rationale

Geographic inquiry helps students understand and appreciate their place in the world. Students with an understanding of geographic reasoning are able to use spatial reasoning when asking and answering questions, apply these skills to geographical representations on maps, and grow their spatial perspective. Students will learn about where they are in the world and how this affects the way they live. Students will learn how physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations. In this unit, students will learn to use a map key and compass rose, how families are special, where families live, and unique family traditions.

Recommended Pacing

8-10 weeks (You may need 1-3 additional days per lesson for independent student work including reading the Student Text, completing the Interactive Student Notebooks, playing the Lesson Games, and completing the Assessment.)

Standards

NJSLS ([SEE HERE](#))

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).
6.1.2.Geo.SV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.Geo.SV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend,

	cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
6.1.2.Geo.SV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
6.1.2.Geo.HE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
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.
6.3.2.GeoG1.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
6.3.2.GeoG1.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
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.
CCSS-ELA - Reading (SEE HERE)	
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.A	Read grade-level text with purpose and understanding.
RF.1.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1.A.	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
CCSS-ELA - Writing (SEE HERE)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Social Justice Standards (As Applicable) SEE HERE	
ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.

Instructional Focus	
Enduring Understandings:	Essential Question(s):
<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. 	<ul style="list-style-type: none"> How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

<ul style="list-style-type: none"> ● Geographic data can be used to identify cultural and environmental characteristics of places. ● Environmental characteristics influence the how and where people live. ● Global interconnections occur between human and physical systems across different regions of the world. 	
<p>Unit Inquiry Question(s) → How can you show where you live?</p> <ul style="list-style-type: none"> ● Lesson 10 - What is a map? ● Lesson 11- How are families special? ● Lesson 12 - Where do families live? ● Lesson 13 - What are family traditions? 	
<p>Objectives (SLO)</p>	
<p>Students will:</p> <p>Lesson 10:</p> <ul style="list-style-type: none"> ● Read a classroom map. ● Use a compass rose to determine direction. ● Use a compass rose and geographic clues to assemble a map puzzle. ● Read a map key and geographic clues to assemble a map puzzle. ● Identify maps that show local areas, the United States, and the world. ● Communicate clearly and effectively. (listening and speaking) ● Use a systematic approach to decision making. <p>Lesson 11:</p> <ul style="list-style-type: none"> ● Use physiographic and cultural clues to identify the places six families live. ● Name examples for three categories of family attributes (i.e., family roles, types of home, and types of activity). ● Compare and contrast communities in terms of their physical features, climate, and human activities. ● Use key details to describe characters, settings, and their major events or activities.(speaking) ● Describe the connection between two individuals, events, ideas, or pieces of information in a text. (reading) ● Identify basic similarities in and differences between two texts of the same topic. (reading) ● Describe how families are both similar to and different from each other. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use a compass rose and map key to read a map of a small town in Kansas. ● Use a compass rose to complete a jigsaw puzzle of another map. ● Visit six families on a road trip across America to learn about how they are special. Then play charades to act out different activities they like to do. ● Visit six communities around the United States to discover how geography affects the way people live. ● Watch videos of some unique family traditions around the world. Then discuss which ones you and your family might like to try.

- Recognize traits of the dominant culture, home culture, and other cultures.
- Respond to diversity by building empathy, respect, understanding, and connection.

Lesson 12:

- Show how geography affects the way of life in different regions across the United States.
- Use the geographic inquiry process to analyze videos of various environments and explain how they affect peoples' lives.
- Identify cultural and environmental characteristics of a place.
- Explain how weather, climate, and other environmental characteristics affect people's lives. Identify facts and concepts associated with a supporting question.
- Identify facts and concepts associated with a supporting question.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (speaking)
- Compare cultural and physical traits of different places.

Lesson 13:

- Compare and contrast one's own family traditions with the traditions of other families.
- Identify a tradition associated with a particular part of the world.
- Identify and discuss fun family traditions from all over the world.
- Learn how family traditions reflect local and regional cultures.
- Describe the connection between events and ideas as they relate to traditions. (speaking)
- Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations

- [TCI - Inquiry Project Unit 3](#)
- [Lesson 10 TCI Assessment](#)- What is a map?
- [Lesson 11 TCI Assessment](#)- How are families special?
- [Lesson 12 TCI Assessment](#)- Where do families live?
- [Lesson 13 TCI Assessment](#)- What are family traditions?

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - My School and Family *Enhancing Learning Resources (literature, websites, activities)
- [Lesson 10 - What is a map?](#)
- [Lesson 11 - How are families special?](#)
- [Lesson 12 - Where do families live?](#)
- [Lesson 13 - What are family traditions?](#)
- [Block Buddies Atlas Program](#)
- [Follow that Map!: A First Book of Mapping Skills](#) by Scot Ritchie
- [Me On The Map](#) by Joan Sweeney
- [There's a Map on My Lap!: All About Maps](#) by Tish Rabe
- [Mapping Penny's World](#) by Loreen Leedy
- [This is the Way We Go to School](#) by Edith Baer
- [Mouse Views: What the Class Pet Saw](#) by Bruce McMillan

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications - [Sample](#)

Special Education -

Lesson 10: As students complete the Preview Activity by coloring items in the map in their Student Journals, have them also identify the location of those items in their own classroom. This will allow students to engage with the content through multiple modalities (visual and kinesthetic). Have students complete the activity in groups to allow students the opportunity to work with learners of different abilities.

Lesson 11: Provide additional support during the writing portion of the Show What You Know activity. Have students draw the pictures and dictate the text they want into a tape recorder. After a teacher, assistant, or parent volunteer transcribes the text onto paper, students can read their words while listening to the tape, thereby reviewing the concepts with both visual and auditory input.

Lesson 12: For the Show What You Know activity, have students draw pictures of the three family activities they listed. Assist students with the writing portion as needed.

Lesson 13: As students complete their Activity Notes and Show What You Know, have them dictate their ideas to someone who can record the words if they struggle with the writing portion of these tasks.

ELL -

Lesson 10: Have students make picture dictionaries for the vocabulary and other map-related words from this lesson. They might include these terms: map, symbol, map key, direction, compass rose, door, table, desk, cabinet, basket, circle, round, rectangle. Each page in the dictionary should include a simple picture and the related word. Students can color or draw their own pictures and copy (or trace) the terms from the Student Journal. Bind each picture dictionary with staples or rings for the student's reference throughout the lesson.

Lesson 11: As students complete the Show What You Know activity by illustrating the front of a postcard, have them dictate the writing portion on the back of the postcard. Write the sentence for them on the first line. Then have students copy the sentence on the line below to practice reading and writing the words.

Lesson 12: Before Hands-On Activity: Discovering How Geography Affects Our Lives, provide English learners sentence frames for topics such as the weather, geography, and various activities. This will help students practice vocabulary and ensure that they can participate in class discussion during the activity.

Lesson 13: During Extension: Explore Your Traditions, have students discuss their traditions in pairs before sharing with the class. Provide students with sentence frames to facilitate discussion and writing about family traditions.

Gifted and Talented -

Lesson 10: Have students work together to create simple maps of their own classroom. Ask them to make up five directions for others to follow as they look at these classroom maps. Later, students can apply what they know about maps by creating a map of their ideal classroom.

Lesson 11: Write the words spring, summer, fall, and winter on the board. Have students draw from two to four pictures that they could send to a pen pal to show the activities they do with their families. Encourage students to reflect on their favorite family traditions or holidays that take place in each season. Students should title each picture and write one or more sentences describing what is special about that season where they live. Have volunteers share their work to start a class discussion.

Lesson 12: On the board or wall, create a large poster divided into four squares. Label each square with one of the geographic topics students will be learning about: landforms, weather, transportation, and activities. Before the lesson, have students guess what these things mean and how they might apply to their local geography. Throughout the lesson, have students add words and images to the board to illustrate how geography impacts their area. Encourage families to help their students find or take photos of your area that can be added to the board.

Lesson 13: Have students use one of the special family traditions they illustrated for the Show What You Know assignment, or another tradition of their choice, to create a short play to bring that tradition to life for the class. Have students create props and a few lines of dialogue for one or more characters and then present the play to the class. An additional challenge would be to have students present the skit without identifying the tradition, asking classmates to guess the tradition by using clues from the dialogue, props, and actions.

504 - as needed for all lessons

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

1. Individualized instruction
2. Use High Interest materials
3. Modeling
4. Provide Immediate Feedback
5. Relate learning to real life situations when possible
6. Use proximity changes about the room to keep students focused
7. Offer a printed copy or copy of teacher notes
8. Allow for spelling and grammar errors
9. Offer individual help throughout the lesson
10. Differentiated Instruction/Readings
11. Speech to Text
12. Modified Readings and Primary Source documents

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

History

Summary and Rationale

Students will learn how our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how they influence our beliefs and decisions about current public policy issues. Students will learn how the study of multiple perspectives, beliefs systems, and cultures provides a context for understanding and challenging public actions and decisions in a diverse and interdependent world. In this unit, students will learn ways that families and schools have changed over time.

Recommended Pacing

8-10 weeks (You may need 1-3 additional days per lesson for independent student work including reading the Student Text, completing the Interactive Student Notebooks, playing the Lesson Games, and completing the Assessment.)

Standards

NJSLS [\(SEE HERE\)](#)

6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
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.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
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).
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

CCSS-ELA - Reading [\(SEE HERE\)](#)

NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently

	with scaffolding as needed.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.A	Read grade-level text with purpose and understanding.
RF.1.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1.A.	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.5.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
CCSS-ELA - Writing (SEE HERE)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Social Justice Standards (As Applicable) SEE HERE	
ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.

DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
JU.K-2.11	I know my friends have many identities, but they are always still just themselves.
JU.K-2.12	I know when people are treated unfairly.
JU.K-2.13	I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.
JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.
AC.K-2.16	I care about those who are treated unfairly
AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.
AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do
AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.

Instructional Focus

Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> ● Historical timelines put events in chronological order to help people understand the past. ● Understanding the past helps to make sense of the present. ● Two or more individuals can have a different understanding of the same event. ● Respecting and understanding the view of others helps one learn about various perspectives, thoughts, and cultures. ● The nature of history involves stories of the past preserved in a variety of courses. ● Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. ● Historians create arguments outlining ideas of explanations based on evidence. 	<ul style="list-style-type: none"> ● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Unit Inquiry Question(s) → In what ways have schools and families changed over time?

- Lesson 14 - What was school like long ago?
- Lesson 15 - How do families change over time?

Objectives (SLO)

Students will:

Lesson 14:

- Predict uses of pictured historical artifacts.
- Compare and contrast past and present school life, with an emphasis on schoolhouses, classrooms, classwork, and children's lives.
- Analyze primary source photographs to make inferences about school life long ago.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (reading)
- Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels.

Lesson 15:

- Identify three ways in which families change over time.
- Name responsibilities and activities that change as a child grows older.
- Identify at least two reasons for changes in family size.
- Compare old and new ways of doing work.
- Predict future changes in a family.
- Recount two or more appropriately sequenced events. (could be Listening and Speaking too)
- Respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.

Students will be able to:

- Analyze photographs to discover what school was like long ago. Then categorize images from the past as examples of schoolhouses, classrooms, classwork, or children's lives.
- Analyze objects from the past to discover what life might have been like for your family when they were kids.
- Solve timelines by reading stories, analyzing images, and using sequence words as clues.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project Unit 4](#)
- [Lesson 14 TCI Assessment](#) - What was school like long ago?
- [Lesson 15 TCI Assessment](#) - How do families change over time?

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - My School and Family *Enhancing Learning Resources (literature, websites, activities)
- [Lesson 14 - What was school like long ago?](#)
- [Lesson 15 - How do families change over time?](#)

- Celebrating Families by Rosmarie Hausherr
- Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems by Mary Ann Hoberman
- Me and My Family Tree by Joan Sweeney

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications - [Sample](#)

Special Education -

Lesson 14: For the Show What You Know activity, help students generate ideas by identifying the categories of school life that were discussed during the lesson: heating, lighting, student seating, tools for reading, tools for writing. Model a comparison of the past and present in terms of these categories, listing them in a three-column chart. For example: *We talked about how schools were heated in the past (a coal-burning stove) and how our school is heated today (oil furnace in the basement). How might a school of the future be heated?*

Lesson 15: To help foster understanding of the key vocabulary concepts from this lesson (grow, change, and move), consider playing a game of charades. Have students act out growing, shrinking, changing, and moving as their classmates guess which concept is being demonstrated.

ELL -

Lesson 14: Help students make flashcards for the vocabulary words and other unfamiliar words used throughout this lesson (such as lantern, chalkboard, wood burning stove, thermostat). Encourage students to refer to their flashcards as needed during the lesson, enabling them to fully participate in all activities.

Lesson 15: Throughout the lesson, students are given the option to respond to prompts with drawings or in writing. To develop fluency, encourage students to write captions for their drawings and draw pictures to accompany written responses.

Gifted and Talented -

Lesson 14: After reading Social Studies Stories: From Buggies to Blastoff! use Mister Bob's story as a model of the way people who have lived a long time can teach us something about history. As a class, brainstorm interview questions that students could ask older members of their own communities to obtain information about the past. Help each student write two or three questions on a particular topic, such as cooking and meals, jobs, what children did for fun, houses, telephones, mail, stores and shopping, or any topic of their choice. Then have students conduct their interviews outside of school and write and illustrate a short report on what they learned. If some students have no one to interview, they could work with an adult to find information on their topic in the library or online.

Lesson 15: To build upon the concepts introduced in Hands-On Activity: How Time Has Changed Families, ask students to write a simple story about their families through two or three generations: their grandparents, their parents, and themselves. Have students incorporate the information recorded in their Activity Notes. To gather additional information for their story, they will need to interview older family members about their younger days. Help them come up with interview questions to ask at home. For example: *Where did you live as a child? What was your favorite toy or game? What chores did you have? How was your life different from mine?* Students' stories should emphasize how things have changed over time, comparing

their family's past to their present life. Students might include old photos, or pictures they have drawn based on old photos, to illustrate their story.

504 - as needed for all lessons

- Group assignments
 - Use of scribe
 - Additional time and separate room for test taking
 - Additional time for in-class assignments
 - Computer with voice output, spelling and grammar checker
 - Seating in the front of the class
 - Assignments in electronic format
1. Individualized instruction
 2. Use High Interest materials
 3. Modeling
 4. Provide Immediate Feedback
 5. Relate learning to real life situations when possible
 6. Use proximity changes about the room to keep students focused
 7. Offer a printed copy or copy of teacher notes
 8. Allow for spelling and grammar errors
 9. Offer individual help throughout the lesson
 10. Differentiated Instruction/Readings
 11. Speech to Text
 12. Modified Readings and Primary Source documents

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

