



Nutley Public Schools

Social Studies (Grade 1)

Unit #: 1 My Classroom	
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. They will begin to learn how to act as responsible and effective citizens.	
Recommended Pacing	
Approximately 14 days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning classroom rules and procedures are important. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<ul style="list-style-type: none"> • Use important concepts from civics to create and analyze rules and procedures for the classroom. • Explain why it is necessary for classrooms to have rules. • Explain what makes a good rule. • Explain why rules are necessary inside and outside of school.

<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple resources representing a wide range of views • Possible examples include: <ul style="list-style-type: none"> ○ Children’s Literature ○ Rules from classroom and home 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Role playing (ex.: proper behavior vs. improper behavior) ○ Informative writing

C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.K-2	• Explain why the compelling question is important to the student
D1.2.K-2	• Identify disciplinary ideas associated with a compelling question.
D1.3.K-2	• Identify facts and concepts associated with a supporting question
D1.4.K-2.	• Make connections between supporting questions and compelling questions
D1.5.K-2	• Determine the kinds of sources that will be helpful in answering compelling and supporting questions
D2.Civ.1.K-2.	• Describe roles and responsibilities of people in authority.
D2.Civ.2.K-2.	• Explain how all people, not just official leaders, play important roles in a community.
D2.Civ.3.K-2.	• Explain the need for and purposes of rules in various settings inside and outside of school.
D2.Civ.7.K-2.	• Apply civic virtues when participating in school settings.
D2.Civ.8.K-2.	• Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
D2.Civ.9.K-2.	• Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
D2.Civ.10.K-2.	• Compare their own point of view with others’ perspectives
D2.Civ.11.K-2.	• Explain how people can work together to make decisions in the classroom
D2.Civ.12.K-2.	• Identify and explain how rules function in public (classroom and school) settings.
D2.Civ.14.K-2.	• Describe how people have tried to improve their communities over time.

Common Core Standards

<u>CCR</u>	<u>CCR Description</u>
CCR #	CCR text
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
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
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Interdisciplinary Connections

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	

CPI #	Cumulative Progress Indicator (CPI)
	•
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> • Rules are necessary to maintain order. • Rules are necessary to help us resolve conflicts and make sure that everyone is treated fairly. • Rules should be fair. • Rules can be broken under certain circumstances. • There are legitimate examples of authority which are necessary to sustain schools and communities. 	
Essential Questions	
<ul style="list-style-type: none"> • What is a rule? • Why are rules important? • What makes a good rule? • Can rules ever be broken? • Why should we follow rules? • Why do we need rules? • When is authority legitimate? Why is it sometimes necessary? 	
Themes	
<ul style="list-style-type: none"> • Citizenship • Civics 	
Suggested Inquiries:	
<ul style="list-style-type: none"> • Do we need rules? • Can there be good rules and bad rules? • How do you know if a rule is good or bad? • What should happen if you break a rule? • What do you do if you see someone break a rule? • Can we change a rule? • What is authority and who should have it and why? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> • Students develop “good” rules for the classroom. • Review “unfair” classroom and school rules. Students can identify the problem with the rules. • Read, discuss, compare children’s literature (for example: The Sneetches and Have You Filled a Bucket Today?) 	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • There are good and bad rules. • Rules should be fair. • We should all follow rules <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify good and bad rules. • Explain why rules are necessary. • Explain why we should follow rules, and if this is true in all circumstances. • Contribute to the development of classroom rules. • Identify specific rules in the school. • Identify a rule and explain why it is important. • Explain the reasons for consequences when not following the rules. • Identify legitimate authority. 	
Integration	
Technology Integration and Use of Data	
<ul style="list-style-type: none"> • Use digital technology (for example, Illustrate a classroom rule on KidPix or with iPad) • BrainPop Jr. 	

Writing Integration
<ul style="list-style-type: none"> • Through interactive, shared or independent writing, develop a list of class rules and consequences
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: Learning and evaluation, Retention and application • Problem Solving: all • Awareness and direction: all
Suggested Resources
<p><u>District-wide Resources</u></p> <ul style="list-style-type: none"> • Civics and Government Series (Benchmark) <ul style="list-style-type: none"> ○ Rules ○ We Have Rules ○ Making Rules ○ Learning the Rules ○ Play By the Rules ○ The Power to Vote ○ How to Vote

Other Suggested Resources

- The Sneetches
- Have You Filled Your Bucket Today?
- Know and Follow Rules by C. Meiners
- David Goes to School by D. Shannon
- Never Spit on Your Shoes by D. Cazet
- Howard P. Wigglebottom series, H. Binkow



Nutley Public Schools

Social Studies (Grade 1)

Unit # 2 Where I Live	
Summary and Rationale	
<p>In order to form a deeper understanding of the importance of communities, students will begin to learn about the community they live in. In this unit, students will identify important characteristics of different communities and the characteristics of Nutley. They will also describe community leaders in our town as well as town helpers, identifying and explaining the roles of each. They will learn that Nutley is a town in New Jersey, and that New Jersey is a state in the United States. They will understand that being an active and responsible citizen can have a positive impact on a community. Through this unit they will develop a basic understanding of common community elements.</p>	
Recommended Pacing	
Approximately 14 days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.4.A.1.	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.B.1.	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. Explain how essential questions concerning classroom rules and procedures are important. Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can 	<p>Students will:</p> <ul style="list-style-type: none"> Use important concepts from civics to analyze and evaluate the roles of important community leaders. Explain the role of community leaders Apply knowledge of the community to determine important characteristics of communities. Use age-appropriate economic concepts to explain specialization of labor, exchanges, and the contributions of different sectors to the community

<p>stimulate additional questions.</p> <ul style="list-style-type: none"> Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	economy.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> Gather relevant information from multiple resources representing a wide range of views Possible examples include: <ul style="list-style-type: none"> Children’s Literature BrainPop - communities 	<ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: <ul style="list-style-type: none"> Informative writing
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.K-2	<ul style="list-style-type: none"> Explain why the compelling question is important to the student
D1.2.K-2	<ul style="list-style-type: none"> Identify disciplinary ideas associated with a compelling question.
D1.3.K-2	<ul style="list-style-type: none"> Identify facts and concepts associated with a supporting question
D1.4.K-2.	<ul style="list-style-type: none"> Make connections between supporting questions and compelling questions
D1.5.K-2	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions
D2.Civ.1.K-2.	<ul style="list-style-type: none"> Describe roles and responsibilities of people in authority
D2.Civ.2.K-2.	<ul style="list-style-type: none"> Explain how all people, not just official leaders, play important roles in a community.
D2.Civ.10.K-2.	<ul style="list-style-type: none"> Compare their own point of view with others’ perspectives
D2.Civ.14.K-2.	<ul style="list-style-type: none"> Describe how people have tried to improve their communities over time.
Common Core Standards	
<u>CCR</u>	<u>CCR Description</u>
CCR #	CCR text
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.1.3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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.
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.
Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> 	
Instructional Focus	
Enduring Understanding(s)	

- Everyone is part of a larger neighborhood and community.
- A community is a group of people working together towards the same goal.
- Communities have leaders and helpers that contribute to the wellbeing of the community.

Essential Questions

- What is a community?
- Who are the members of my community?

Themes

- Citizenship
- Civics

Suggested Inquiries:

- What are the types of helpers in my community?
- What is the best way to provide for my community's needs?
- How do money and exchanges help provide for my community's needs?
- Who are the important leaders in my community?
- How is my community similar to another (ex: my school)?
- What does my community look like?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Name the important people in the school (principal, secretary, school nurse, custodians, other teachers)
- Name the important people in the community (mayor, commissioner, etc.)
- Informational writing (for example, develop a book about our town or a “Who Helps us at School?” book)

Objectives

Students will know or learn:

- A community can be a classroom, school, neighborhood, town.
- Community members must work together.

Students will be able to:

- Identify their community
- Identify community leaders and helpers
- Explain the role of community leaders and helpers

Integration

Technology Integration and Use of Data

- Listen and read stories from community workers at <http://teacher.scholastic.com/commclub>
- BrainPopJr.com

Writing Integration

- Students can write a persuasive letter to a school or community member asking for change.
- Students can develop an informational book about school or town community.

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem solving: all
- Self Awareness and Direction: all

Suggested Resources

District-wide Resources

- Communities (Benchmark)
- Communities (National Geographic Theme Pact)
 - Communities
 - A Good Place to Live
 - My Town Used To Be Small
 - Santo and I
 - Guess Who We Saw?

Other Suggested Resources

- My Community by J. Robertson
- On the Town by J. Caseley
- Helpers in My Community by B. Kalman
- Communities by G. Saunders-Smith
- Everyone Makes a Difference: A story about Community by C. Leany and P. Wilks
- A Day in the Life of a Teacher by L. Hayward
- School Principals by T. Boraas
- <http://teacher.scholastic.com/commclub/> - 15 nonfiction read-along books on community helpers from Scholastic. Listen and Read activities tell their stories through words, images, and sound.



Nutley Public Schools

Social Studies (Grade 1)

Unit # 3 My World on the Map	
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 must learn about where they are in the world and how this effects the way they live.	
Recommended Pacing	
Approximately 14 Days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
Students will: <ul style="list-style-type: none"> Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can 	Students will: <ul style="list-style-type: none"> Explain how maps and globes are used in the world. Explain the importance, similarities, and differences between maps and globes. Apply knowledge of map features to construct a simple map.

<p>stimulate additional questions.</p> <ul style="list-style-type: none"> Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple resources representing a wide range of views Possible examples include: <ul style="list-style-type: none"> Children’s literature Brainpop Examples of maps/globes 	<p>Students will:</p> <ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: <ul style="list-style-type: none"> Construction of map (example: map of school) Informative writing

C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D2.Geo.1.K-2.	<ul style="list-style-type: none"> Construct maps, graphs, and other representations of familiar places.
D2.Geo.2.K-2.	<ul style="list-style-type: none"> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
D2.Geo.3.K-2.	<ul style="list-style-type: none"> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Common Core Standards

<u>CCR</u>	<u>CCR Description</u>
RL.1.5	Add drawing so other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
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 to locate key facts or information in a text.
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.
SL.1.1	Participate in collaborative conversations with diverse partners.
W.1.6	Use a variety of digital tools to produce and publish writing.
W.1.7	Participate in shared research and writing projects.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Interdisciplinary Connections

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> 	

Instructional Focus

Enduring Understanding(s)
<ul style="list-style-type: none"> Maps and globes are important tools that teach us about the world. A globe is a model of the earth and maps are representations of local and distant places. Maps and globes include features such as scale, geographic tools such as physical features (mountains,

rivers, etc) and/or political features (city, states, countries)

Essential Questions

- How can I best use a map or globe?
- What is the difference between a map and a globe?
- What do maps and globes tell us?
- Why are maps and globes important?
- What are the four cardinal directions?
- How can we use maps to locate different places?

Themes

- Geography

Suggested Inquiries:

- Why do we need maps and globes?
- How can a map or globe help me know where I am or where to go?
- How can I make my own map?
- How does the information on a map/globe help me make decisions?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Follow written directions to find specific places on a map
- Follow oral directions to find specific places on a map
- Develop a map of the classroom
- Compare/contrast (for example, a Venn Diagram comparing and contrasting maps and globes)
- Develop a map (students can develop a map of the classroom or a map with the route that students take to school using map symbols)
- Create a map of town, placing home, school and other public buildings on the map.
- Create two maps from their environment (ex: school and home). Identify what is similar and different about the two maps.

Objectives

Students will know or learn:

- Maps and globes are different.
- Maps and globes can help us determine where we live, what is close to us.
- The four cardinal directions (north, south, east, west)

Students will be able to:

- Identify a map and globe
- Explain the difference between maps and globes
- Identify the four cardinal directions
- Explain the function of a map
- Identify specific places on a map
- Identify and use a map key.

Integration

Technology Integration and Use of Data

- Digital Resources (example: create a map of the classroom and school with KidPix or iPad)

Writing Integration

- Informational writing (example: written directions to a specific location)

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem solving: all
- Self Awareness and Direction: all

Suggested Resources

District Wide Resources

- Block Buddies Atlas Program

Other Suggested Resources

- Follow that Map!: A First Book of Mapping Skills by S. Ritchie
- Me On The Map by J. Sweeney
- There's a Map on My Lap!: All About Maps by T. Rabe
- Mapping Penny's World by L. Leedy
- This is the Way We Go to School by E. Baer
- Mouse Views: What the Class Pet Saw by B. McMillan



Nutley Public Schools

Social Studies (Grade 1)

Unit #: 4 Wants and Needs	
Summary and Rationale	
<p>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.</p> <p>In this unit, students will identify and explain the differences between wants and needs. They will understand that wants are unlimited. They will begin to understand that sometimes you must choose between a want and need and you cannot always have both.</p>	
Recommended Pacing	
Approximately 14 Days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
C3 Framework Inquiry Arc	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning classroom rules and procedures are important. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. <p>Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from economics to analyze and evaluate the importance of needs and wants • Explain the difference between a need and a want. • Apply knowledge of needs and wants to make informed decisions.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<ul style="list-style-type: none"> • Gather relevant information from multiple resources representing a wide range of views • Possible examples include: <ul style="list-style-type: none"> ○ Children’s Literature ○ BrainPop, Scholastic, KidPix 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Persuasive writing ○
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C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.K-2	<ul style="list-style-type: none"> • Explain why the compelling question is important to the student
D1.2.K-2	<ul style="list-style-type: none"> • Identify disciplinary ideas associated with a compelling question
D1.3.K-2	<ul style="list-style-type: none"> • Identify facts and concepts associated with a supporting question.
D1.4.K-2.	<ul style="list-style-type: none"> • Make connections between supporting questions and compelling questions.
D1.5.K-2.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions
D2.Eco.1.K-2.	<ul style="list-style-type: none"> • Explain how scarcity necessitates decision making.
D2.Eco.2.K-2.	<ul style="list-style-type: none"> • Identify the benefits and costs of making various personal decisions.
D2.Eco.3.K-2.	<ul style="list-style-type: none"> • Describe the skills and knowledge required to produce certain goods and services.
D2.Eco.10.K-2.	<ul style="list-style-type: none"> • Explain why people save.

Common Core Standards

<u>CCR</u>	<u>CCR Description</u>
RL.1.1	Ask and answer questions about key details in a text
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the treatment of similar themes and topics...
W.1.2	Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure.
SL.1.1	Participate in collaborative conversations with diverse partners in small and larger groups
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6	Produce complete sentences

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

-

Instructional Focus

Enduring Understanding(s)

- People make decisions based on their needs and wants.
- Needs are what we must have to survive (food, shelter, clothing)
- Wants are everything we might want to have but do not really need.

Essential Questions

- What are wants and needs?

- What is the difference between a want and a need?

Themes

- Economics

Suggested Inquiries:

- What do you need? What do you want?
- How do wants and needs affect me?
- What choices/decisions do you need to make in your life?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Create a T-Chart of Needs and Wants. (You can have students use magazine pictures distinguishing between the two to paste in the appropriate column)
- Writing (develop a need/want for home and school and describe each)
- Persuasive writing

Objectives

Students will know or learn:

- Needs and wants are different.
- Wants are unlimited

Students will be able to:

- Distinguish between and identify needs and wants

Integration

Technology Integration and Use of Data

- BrainPopJr.com – Needs and Wants

Writing Integration

- Write a persuasive letter (for example, to a parent or school leader requesting something that the students want or need.)

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem solving: all
- Self Awareness and Direction: all

Suggested Resources

District-wide Resources

- Providing Goods Theme Pack (National Geographic)
 - Providing Goods
 - From Field to Florist
 - What's On the Truck?
 - Grandpa's Castanets
 - Peggy's Pickles
- Producing Goods Theme Pack (National Geographic)
 - Producing Goods
 - Wool Keeps Me Warm
 - Cotton Comes From Plants
 - Curious Charlotte
 - Our Lucky Day
- Virtual Economics 4.5 (flash drive)/EconEd link <https://www.econedlink.org/>

Other Suggested Resources

- Needs and Wants by S. Ring
- Rutgers University *EconKids* <http://econkids.rutgers.edu/>



Nutley Public Schools

Social Studies (Grade or Course)

Unit 5: My Country	
Summary and Rationale	
<p>Understanding and evaluating change over time is a key feature of historical thinking. It involves discussing why events occur and how they shape our lives today. Historical inquiry requires knowledge of significant events, individuals, groups, and ideas. Developing historical knowledge and connecting it with historical investigations helps students remember the content more because it holds meaning, and also helps them to become better thinkers.</p> <p>During this ongoing unit, students will learn that people in the United States celebrate many different holidays and occasions. These celebrations honor people in history (ex.: U.S. presidents), events from other cultures (ex.: St. Patrick’s Day), or influential events in our country’s history (ex.: Thanksgiving). They will understand that these events, people, and ideas shape how we live our lives today.</p>	
Recommended Pacing	
Ongoing throughout the year	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influences by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning classroom rules and procedures are important. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify how the essential and supporting 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from economics to analyze and evaluate different holidays, historical events, and figures. • Explain why we acknowledge and celebrate different holidays and events.

questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.	
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> • Gather relevant information from multiple resources representing a wide range of views • Possible examples include: <ul style="list-style-type: none"> ◦ Children’s Literature • BrainPop, Scholastic, KidPix • Thematic studies (holidays, events) 	Students will: <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> • Informational writing

C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.K-2	<ul style="list-style-type: none"> • Explain why the compelling question is important to the student
D1.2.K-2	<ul style="list-style-type: none"> • Identify disciplinary ideas associated with a compelling question
D1.3.K-2	<ul style="list-style-type: none"> • Identify facts and concepts associated with a supporting question.
D1.4.K-2.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions
D1.5.K-2	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions
D2.His.1.K-2.	<ul style="list-style-type: none"> • Create a chronological sequence of multiple events.
D2.His.2.K-2.	<ul style="list-style-type: none"> • Compare life in the past to life today
D2.His.3.K-2.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped a significant historical change.
D2.His.4.K-2.	<ul style="list-style-type: none"> • Compare perspectives of people in the past to those of people in the present
D2.His.6.K-2.	<ul style="list-style-type: none"> • Compare different accounts of the same historical event.
D2.His.9.K-2.	<ul style="list-style-type: none"> • Identify different kinds of historical sources.
D2.His.10.K-2.	<ul style="list-style-type: none"> • Explain how historical sources can be used to study the past.
D2.His.11.K-2.	<ul style="list-style-type: none"> • Identify the maker, date, and place of origin for a historical source from information within the source itself.
D2.His.12.K-2.	<ul style="list-style-type: none"> • Generate questions about a particular historical source as it relates to a particular historical event or development.
D2.His.14.K-2.	<ul style="list-style-type: none"> • Generate possible reasons for an event or development in the past.
D2.His.16.K-2.	<ul style="list-style-type: none"> • Select which reasons might be more likely than others to explain a historical event or development.

Common Core Standards

<u>CCR</u>	<u>CCR Description</u>
CCR #	CCR text
W.1.8.	Gather information from provided sources to answer a question
SL.1.1	Participate in collaborative conversations with adults
SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings

Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	
Instructional Focus	
Enduring Understanding(s)	
• American holidays have historical significance and are celebrated with different traditions and symbols.	
Essential Questions	
<ul style="list-style-type: none"> • What is the significance of key American symbols and holidays? • Why do we have national symbols? • How do we celebrate the symbols, heroes and freedoms of our country? • Who are some famous historical and fictional characters and how did they shape the United States? • Why are our national symbols, monuments, and holidays important? 	
Themes	
<ul style="list-style-type: none"> • History • Civics 	
Suggested Inquiries:	
<ul style="list-style-type: none"> • How do we celebrate in our country? • Who should be considered a national hero? • Who are historical figures in the United States? What did they do for the country? • Why do we have national symbols? • What symbols best represent our country? • Who is an “American”? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> • Thematic activities (holiday tradition activities) • Identification of American figures (for example, look at a picture and be able to identify George Washington, Abraham Lincoln, etc.) • Writing (example: an informational booklet about a national symbol, holiday, or American figure) 	
Objectives	
Students will know or learn:	
<ul style="list-style-type: none"> • How culture is expressed through and influences the behavior of people (How we celebrate holidays) • The role of historical symbols, monuments, and holidays and how they affect the American identity. 	
Students will be able to:	
<ul style="list-style-type: none"> • Describe the meanings of different American holidays 	
Integration	
Technology Integration and Use of Data	
<ul style="list-style-type: none"> • BrainPopJr. • Scholastic News 	
Writing Integration	
<ul style="list-style-type: none"> • Informational writing (for example, write an informational book about a national symbol, famous American figure, or holiday). 	
Competencies	
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem solving: all • Self Awareness and Direction: all 	

Suggested Resources

District-wide Resources

- Civics and Government Kit (Benchmark)
 - The Statue of Liberty
 - What is a Good Citizen?
 - Who Works in Government?
 - Patriotic Citizens
 - Being Patriotic
 - A Volunteer Helps
 - The Red Cross

Other Suggested Resources

- Thematic books about holidays, American figures, etc.