

**POMPTON LAKES SCHOOL DISTRICT**

**SOCIAL STUDIES  
Grade 1**

**COURSE OF STUDY**

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BOE Approval, September 10, 2019

Unit I Overview	
<b>Content Area:</b>	Social Studies
<b>Unit Title:</b>	Citizenship
<b>Target Course/Grade Level:</b>	Grade 1
<p><b>Unit Summary:</b> This unit provides students with the understanding of how individuals create rules and laws to live and work together in a community.</p> <p><b>Primary interdisciplinary connections:</b> Language Arts, 21<sup>st</sup> Century Living, Technology, Mathematics</p> <p><b>21<sup>st</sup> century themes:</b> Life Skills, Technology</p> <p><b>Unit Rationale:</b> The students will understand how individuals, families and communities live and work together and analyze how individuals, families and groups are similar and different. The students will understand what it means to be a good citizen so they can become a contributing member of our society.</p> <p>Holocaust: <a href="https://www.ushmm.org/educators">https://www.ushmm.org/educators</a></p> <p>Amistad: <a href="https://www.nj.gov/education/amistad/resources/literacy.pdf">https://www.nj.gov/education/amistad/resources/literacy.pdf</a></p>	
<p><b>Related Content (NJSLS):</b></p> <p><b>RI.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.2</b> Identify the main topic and retell key details of a text</p> <p><b>RI.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p><b>W.2</b> Write an informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>	
Learning Targets	
<p><b>NJSLS:</b></p> <p>6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>1. Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> <li>2. Citizenship begins with becoming a contributing member of the classroom community.</li> <li>3. Individuals and families have unique characteristics.</li> <li>4. There are many different cultures within the classroom and community.</li> <li>5. Develop strategies to reach consensus and resolve conflict.</li> <li>6. Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> <li>7. Citizenship begins with becoming a contributing member of the classroom community.</li> <li>8. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>9. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> </ol>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.1	Describe characteristics of oneself, one’s family, and others.

6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
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.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
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).
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**Unit Essential Questions:**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How can you get along with others?
- How are families alike and different?
- What are characteristics of a good citizen?
- Why is it important to be fair to one another?
- Who are some examples of good citizens?

**Unit Learning Targets**

*Students will ...*

- Formulate a list of classroom rules
- Discuss how people get along.
- Role Play rules.
- Create a classroom contract
- Create a portrait of themselves
- Create a family portrait
- read and discuss literature
- use websites, books and posters to gather information
- describe characteristic traits of a good citizen

**Evidence of Learning**

**Summative Assessment**

After discussion, students will demonstrate their understanding of being a good student by role-playing inappropriate and appropriate behaviors. Students will demonstrate their understanding of good citizenship by formulating questions to interview a good citizen. Students will then create a poster to show their knowledge of citizenship.

**Formative Assessments:**

Brainstorm and list rules of the classroom.  
Role play the classroom rules.

**Benchmark/Performance Assessment:**

Create and share a classroom contract including classroom rules.  
See Social Studies Skills Table (Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

**Alternative Assessment:**

Create a mini rule poster to display on the classroom desks. Use websites, books and posters to gather information.

### Lesson Plans and Pacing Guide

Suggested Lesson	Timeframe – 10 Weeks
Lesson 1 Following Rules	3 weeks
Lesson 2 Roles and Behavior	2 week
Lesson 3 Rights, Rules and Laws in the U.S.	3 weeks
Lesson 4 Discriminatory Behavior/Bullying	2 weeks

**Teacher Resources:****Internet:**

<https://www.nj.gov/education/amistad/resources/literacy.pdf>

<https://jr.brainpop.com>

<https://app.studiesweekly.com/online/>

**Books:**

*Being Responsible* by Cassie Mayer

*Bella's Rules* by Elissa Haden Guest

*Tea Party Rules* by Amy Dyckman

*The Berenstain Bears and the Trouble with Chores* by Stan and Jan Berenstain

*What If Everybody Did That?* by Ellen Javernick

*Being a Good Citizen* by Adrian Vigliano

*Llama Llama and the Bully Goat* by Anna Dewdney

*Molly the Great Respects the Flag: A Book About Being a Good Citizen* by Shelley Marshall

*We Live Here Too! Kids Talk About Good Citizenship* by Nancy Loewen

*Zoom! Boom! Bully* by Jon Scieszka

*Fact or Fib? A Challenging Game of True or False* by Kathy Furgang

*How the Zebra Got Its Stripes* by Ron Fontes

*My First Biography: Abraham Lincoln* by Marion Dane Bauer

*My First Biography: Martin Luther King, Jr.* by Marion Dane Bauer

*True or False? Seasons* by Daniel Nunn

*Know and Follow Rules: Learning to Get Along* by Cheri J. Meiners

*Let's Meet a Police Officer* by Gina Bellisario and Cale Atkinson

*Llama Llama and the Bully Goat* by Anna Dewdney

*The Bully From the Black Lagoon* by Mike Thaler and Jared D. Lee

*What Do They Do? Judges* by Josh Gregory

*Do I Have To? Kids Talk About Responsibility* by Nancy Loewen

*I Wanna Iguana* by Karen Kaufman Orloff

*Pip's Picnic* by Suzanne I. Barchers

*Responsibility* by Lucia Raatma

*What If Everybody Did That?* by Ellen Javernick

*Being Responsible* by Cassie Mayer

*Do I have to? Kids Talk About Responsibility* by Nancy Loewen

*F is for Flag (Reading Railroad)* by Wendy Cheyette Lewison

*Memorial Day (Let's Celebrate)* by Clara Cella

*Vote!* by Eileen Christelow

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<b>Unit II Overview</b>
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<b>Content Area:</b>	Social Studies
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<b>Unit Title:</b>	Geography
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<b>Target Course/Grade Level:</b>	Grade 1
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**Unit Summary:**  
 The students will identify examples of and uses for natural resources in the community, state and nation. Compare the ways that people use land and natural resources in different settings across the world, including conservation of natural resources and the actions that may harm the environment. Compare and contrast geographical features of landforms and bodies of water within various communities.  
**Primary interdisciplinary connections:** Language Arts, 21<sup>st</sup> Century Living, Technology, Mathematics, Science, Geography  
**21<sup>st</sup> century themes:** Life Skills, Technology

**Unit Rationale:** The students will understand the different bodies of water and landforms that make up our Earth and how we need to protect our resources to preserve them for future generations. Students will learn about ways location weather and the environment affect people in different communities. They will compare life in their community with life in other places. Students will expand their knowledge of the ways location and the environment affect people. They will understand that people make choices based on scarce resources.

**Related Content:**  
**NJSLS LAL**  
**RI.1** Ask and answer questions about key details in a text.  
**RI.2** Identify the main topic and retell key details of a text.  
**RI.3** Describe the connection between two individuals, events, or pieces of information in a text.  
**W.2** Write an informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

<b>Learning Targets</b>
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**Standards:**  
**6.1 U.S. History – America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  
**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Content Statements:**

- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that affect individuals and/or societies.
- Are aware of their relationships to people, places, and resources in the local community and beyond.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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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.4	Describe how landforms, climate and weather, and availability of resources have affected 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 affects the environment in New Jersey and the United States.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and divide natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do we use maps and globes?</li> <li>• How do features of the land and water effect lifestyles and cultures?</li> <li>• How would you describe where you live?</li> <li>• How do maps help people find locations?</li> <li>• What countries and landforms make up North America?</li> <li>• How are regions around the world different?</li> <li>• What natural resources do people use?</li> <li>• What are some of the reasons people choose to live in a place?</li> <li>• How do people change their environment?</li> </ul> <p><b>Unit Learning Targets</b>  <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Interpret information from charts</li> <li>• Design a simple map using map symbols and cardinal directions</li> <li>• Create questions based on map created</li> <li>• Locate places on a map using the four cardinal directions Locate on a map the student’s community, state, and the United States</li> <li>• Recognize land and water on a map</li> <li>• Become familiar with a globe and learn to point out the continent, country, and state where they live on a map or globe</li> <li>• Describe the physical characteristics of places and regions</li> <li>• Identify landforms and bodies of water</li> <li>• Differentiate between different types of landforms and bodies of water</li> <li>• Compare and contrast rural and urban areas</li> <li>• Discuss how where people live affects their shelter and transportation</li> <li>• Provide examples of natural resources and how people use them</li> <li>• Explain the need for conservation and recycling</li> <li>• Write a letter to help protect natural resources</li> <li>• Recognize the physical and human characteristics of places</li> <li>• Identify and describe different weather characteristics of places</li> <li>• Compare and contrast climate and weather</li> <li>• Analyze changes in weather/climate depending on region and time of year</li> </ul>	

- Research a state or continent to learn about different elements, such as food, transportation, and landforms

### Evidence of Learning

**Summative Assessment**

After discussion and activities, students will demonstrate their understanding of landforms, bodies of water and natural resources by creating a poster.

**Formative Assessments:**

Turn and talk discussions

Test/Quiz

Think/Pair/Share

3-2-1 countdown (See <https://globaldigitalcitizen.org/10-innovative-formative-assessment-examples>)

**Benchmark/Performance Assessment:**

Explain the need for conversation and recycling. Create and share a plan to recycle at home. See Social Studies Skills Table (Spatial Thinking and Presentational Skills): available at

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

**Alternative Assessment:**

Mark a globe to include the continent, country and state where they live.

### Lesson Plans and Pacing Guide

Suggested Lesson	Time Frame – 10 weeks
Lesson 1 Charts and Maps	2 weeks
Lesson 2 Landforms and Bodies of Water	2 weeks
Lesson 3 Shelter and Transportation	2 weeks
Lesson 4 Natural Resources	2 weeks
Lesson 5 Weather	2 weeks

**Teacher Resources:**

**Internet:**

<https://jr.brainpop.com>

<https://app.studiesweekly.com/online/>

<http://kids.usa.gov/learn-about-the-states/>

<http://kids.usa.gov/social-studies/index.shtml>

<http://www.ducksters.com/geography/>

<http://www.makemegenius.com/cool-facts/7-continent-interesting-fun-facts-for-kids>

<https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>

**Books:**

*Follow That Map! A First Book of Mapping Skills* by Scot Ritchie

*Henry's Map* by David Elliot

*Map My Neighborhood* by Jennifer Boothroyd

*My Map Book* by Sara Fanelli

*Types of Maps* by Kevin Cunningham

*B is for Blue Planet: An Earth Science Alphabet* by Ruth Strother

*Continents in My World* by Ella Cane

*How Far Do You Love Me?* by Lulu Delacre

*Landforms*” by Jane Penrose “*What Is a Landform?* by Rebecca Rissman  
*The City Kid & the Suburb Kid* by Deb Pilutti  
*Air Pollution* by Rhonda Lucas Donald  
*Earth’s Resources* by Sue Barraclough  
*Why Should I Recycle?* by Jen Green

### Unit III Overview

**Content Area:** Social Studies

**Unit Title:** History

**Target Course/Grade Level:** Grade 1

**Unit Summary:** This unit provides students with the understanding of how communities changed over time by distinguishing among past, present, and future.

**Primary interdisciplinary connections:** Language Arts, 21<sup>st</sup> Century Living, Technology, Mathematics

**21<sup>st</sup> century themes:** Life Skills, Technology

**Unit Rationale:** The students will understand how individuals, families and communities of the past lived and worked together to shape the schools and society as they are in the 21<sup>st</sup> century.

Holocaust: <https://www.ushmm.org/educators>

Amistad: <https://www.nj.gov/education/amistad/resources/literacy.pdf>

**Related Content:**

**NJSLS LAL**

**RI.1** Ask and answer questions about key details in a text.

**RI.2** Identify the main topic and retell key details of a text.

**RI.3** Describe the connection between two individuals, events, or pieces of information in a text.

**W.2** Write an informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Theater**

**1.1.2.C.1**

Identify basic elements of theatre and describe their use in a variety of theatrical performances.

### Learning Targets

**Standards:**

**6.1 U.S. History – America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Content Statements:**

- Personal, family, and community history is a source of information for individuals about the people and places around them.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.



- Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.
- Children must learn how to stand up against prejudice and injustice.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.P.D.1	Describe characteristics of oneself, one's family, and others
6.1.P.D.2	Demonstrate an understanding of family roles and traditions
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play)
6.1.P.D.4	Learn about and respect other cultures within the classroom and community
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenge they encountered.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for change
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 heritage culture
6.1.4.D.13	Describe how culture is expressed through and influenced 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.
6.1.4.A.3	Determine how fairness, equality and the common good have influenced change at the local and national levels of the United States government.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Unit Essential Questions:**

- How do you think school was different long ago and why?
- How has technology changed the way we live in the 21<sup>st</sup> century?
- What are the benefits for people to immigrate to the United States?
- How and why have communities changed over time?
- How can an individual make a positive impact in the lives of others?
- How can an individual stand up to prejudice and injustice?
- What is culture?
- Why is it important to show respect for other cultures?

**Unit Learning Targets**

*Students will ...*

- Compare and contrast schools of long ago and today.
- Read and discuss how technology has changed the way we live in the 21<sup>st</sup> century.
- Use websites, books and artifacts to show life of long ago.
- Role-play what life was like long ago.
- Examine the American culture through books, stories, and experiences
- Identify American symbols
- Explain ways people respect cultural beliefs
- Explain how traditions and customs are passed on
- Describe one's culture through pictures, writing, and story sharing
- Compare and contrast elements of two cultures (language, food, clothing, shelter, traditions, celebrations, etc.)
- Recall information read in texts
- Gather and classify information to assist in comparing life today from life long ago using a Venn-diagram
- Discuss the impact that individuals, such as Martin Luther King, had on America

## Evidence of Learning

### Summative Assessment:

Create visual representations to show cultural beliefs and traditions.

1. Read Aloud: “Whoever You Are” by Mem Fox
2. Have a class discussion and chart the aspects that make up ones culture (food, music, influential people, clothing, activities, etc.)
3. Students will participate in a think-pair-share. Students will discuss aspects of their culture with a partner.
4. Teacher will model how to fold paper into four squares. (Or print the sample provided) Teacher will fill in two boxes as an example.
5. Students will then proceed to create their piece of the quilt. They can use crayons/markers to draw their illustrations, or use pictures they brought from home. Students can also color in the border of the quilt using colors that reflect their culture. Remind students to label each box with the culture element.
6. Students will present their pieces of the quilt to group members. Classmates will provide supportive positive feedback to classmates, using prompts such as “I think it is interesting that...” or “I once tried that type of food and I enjoyed it.”
7. Students will then assist in creating the quilt by taping their piece of paper to a piece of butcher paper or onto a bulletin board. Students will place the pieces side by side in, so that when all pieces are on, it will resemble a quilt.
8. Students will then write a paragraph to tell all about their culture and the diversity of cultures in the classroom. Students will be required to notice at least two similarities and differences with other classmates. Students will also explain why it is important to respect other cultures.

### Formative Assessments:

1. Compare and contrast life of long ago and today. (Venn Diagram, pictures, discussions)
2. Read and discuss literature.
3. Use websites, books and artifacts to learn about life of long ago. Complete a Pair-Share with a partner.

### Benchmark Assessment:

SGO assessment (teacher-created, standards-based, mid-year assessment). See Social Studies Skills Table (Spatial Thinking, Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

### Alternative Assessments:

Role play with a partner to demonstrate what life was like during a historical time period. Participate in the class play, *Mothers Day Tea*.

## Lesson Plans and Pacing Guide

Suggested Lesson	Timeframe-10 weeks
Lesson 1 School and Technology	2 weeks
Lesson 2 American Culture and Symbolism	2 weeks
Lesson 3 Traditions, Holidays and Customs	2 weeks

Lesson 4 Immigration	2 weeks
Lesson 5 Civil Rights in America	2 weeks

**Teacher Resources:**

- <https://jr.brainpop.com>
- <https://app.studiesweekly.com/online/>
- [www.bensguide.gpo.gov](http://www.bensguide.gpo.gov)
- <http://www.njamistadcurriculum.net/>
- [www.timeforkids.com](http://www.timeforkids.com)
- <https://www.nj.gov/education/amistad/resources/literacy.pdf>
- <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>

**Books:**

- Little Cliff's First Day of School: Schools Then and Now*
- Everything Goes: On Land* by Brian Biggs
- From the Model T to Hybrid Cars: How Transportation Has Changed* by Jennifer
- Go! The Whole World of Transportation* by DK Publishing Boothroyd
- Steam, Smoke, and Steel* by Patrick O'Brien
- Fact or Fib? A Challenging Game of True or False* by Kathy Furgang
- How the Zebra Got Its Stripes* by Ron Fontes
- The Ugly Duckling*, Hans Christian Andersen
- My First Biography: Guide to America's Parks, Monuments and Landmarks* by Erin McHugh
- What is Inside the Lincoln Memorial?* by Martha E. H. Rustad
- If You Lived When There Was Slavery in America* Anne Kamma
- What is Mount Rushmore?* by Laine Falk
- Transportation Then and Now* by Robin Nelson
- Superstars of History* by R. J. Grant
- Throw Your Tooth on the Roof: Tooth Traditions from Around the World* by Selby Beeler
- Who Was Christopher Columbus* by Bonnie Bader
- Wish: Wishing Traditions*
- Abe Lincoln's Hat* by Martha Brenner
- Presidents' Day* by David F. Marx
- Who Was Betsy Ross?* by James Buckley and John O'Brien
- Who Was George Washington?* by Roberta Edwards and Nancy Harrison
- Yankee Doodle* by Steven Kellogg
- Historic American Landmarks* by A. G. Smith
- National Parks: A Kid's Guide to America's Parks, Monuments and Landmarks* by Erin McHugh
- The Washington Monument* by Julia Schaffer
- Being Responsible* by Cassie Mayer
- Do I have to? Kids Talk About Responsibility* by Nancy Loewen
- F is for Flag (Reading Railroad)* by Wendy Cheyette Lewison
- Memorial Day (Let's Celebrate)* by Clara Cella
- Vote!* by Eileen Christelow
- Celebrate America: A Guide to America's Greatest Symbols* by Norman Pearl, Anastasia Suen, et al.
- The Bald Eagle (U.S. Symbols)* by Tyler Monroe
- The Statue of Liberty (U.S. Symbols)* by Tyler Monroe
- Uncle Sam (U.S. Symbols)* by Tyler Monroe
- U.S. Symbols (First Step Non-fiction)* by Ann-Marie Kishel

Unit IV Overview	
<b>Content Area:</b>	Social Studies
<b>Unit Title:</b>	Government/Economics
<b>Target Course/Grade Level:</b> Grade 1	
<b>Unit Summary:</b> This unit provides students with the understanding of the importance of jobs by identifying jobs in the home, school, and community and explaining why people have jobs. They will identify goods that people make and services that people provide for each other.	
<b>Primary interdisciplinary connections:</b> Language Arts, 21 <sup>st</sup> Century Living, Technology, Mathematics	
<b>21<sup>st</sup> century themes:</b> Life Skills, Technology	
<b>Unit Rationale:</b> The students will understand how different types of work benefit families and communities and recognize the importance of saving money.	
<b>Related Content:</b> Holocaust: <a href="https://www.ushmm.org/educators">https://www.ushmm.org/educators</a> Amistad : <a href="https://www.nj.gov/education/amistad/resources/literacy.pdf">https://www.nj.gov/education/amistad/resources/literacy.pdf</a>	
<b><u>NJSLS LAL</u></b>	
<b>RI.1</b> Ask and answer questions about key details in a text	
<b>RI.2</b> Identify the main topic and retell key details of a text	
<b>RI.3</b> Describe the connection between two individuals, events, or pieces of information in a text <b>RL.1</b> Ask and answer questions about key details in a text	
<b>RL.3</b> Describe characters, settings, and major events in a story, using key details	
<b>W.2</b> Write an informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	
Learning Targets	
<b>Standards:</b>	
<b>6.1 U.S. History – America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
<b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
<b>Content Statements:</b>	
<ul style="list-style-type: none"> <li>• Everyone is part of a larger neighborhood and community.</li> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Are aware of their relationships to people, places, and resources in the local community and beyond.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
6.1.4.C.1	Apply <a href="#">opportunity cost</a> to evaluate individuals’ decisions, including ones made in their communities.

6.1.4.C.2	Distinguish between needs and wants and explain how <a href="#">scarcity</a> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue

### Unit Essential Questions

- Why are goods and services important?
- Why do we make, sell, and buy more of some things than others?
- What kinds of jobs do people do?
- Why should one volunteer?
- Why do people buy and sell?
- How do people get money to pay for goods and services?
- How do producers and consumers depend on each other?
- How are goods made in a factory?
- How do raw materials become products?
- How does trade help people meet their needs?

### Unit Learning Targets

*Students will ...*

- Retell information in own words
- Recognize the importance of a market to buyers in a community
- Identify and describe jobs people do
- Compare and contrast work for pay and volunteer work
- Differentiate between needs and wants
- Explain the process by which goods are delivered to markets
- Identify and explain the roles of a consumer and producer
- Distinguish between goods and services
- Describe how goods and services are related to a business
- Identify examples of markets children experience in everyday lives
- Determine the resources needed to produce a good
- Create posters to promote volunteer project
- Write a letter of appreciation and support
- Participate in a group volunteering project
- Reflect on group collaboration using reflection sheet

## Evidence of Learning

### Summative Assessment: 10 weeks

After discussion and activities, students will demonstrate their understanding of community helpers by choosing one and telling information about that job as well as dressing the part for school that day.

1. Read aloud and discuss "Citizenship."
2. Discuss why volunteering is important.

3. Explain to students that they are going to work with a group to create care packages to troops overseas. Have a discussion to tell the importance of sending care packages. Please visit [opshoeboxnj.org](http://opshoeboxnj.org) for an updated list of items needed. Discuss and chart items that can be included in the care package. Have students determine whether the items are needs or wants. Discuss the importance of sending both, needs and wants.
4. Break students into collaborative groups (3-5 per group)
5. Group will create a checklist of supplies they would like to include in their care package.
6. Each group will create a poster to display in hallways. The poster will inform other students and parents of the volunteer project. Students can list or draw pictures of supplies that can be donated. Be sure to put a deadline for supplies to be donated (perhaps a week).
7. Each student will write a letter or create a card to a soldier to show their support and appreciation of their bravery and commitment.
8. Once supplies are collected, students will work as a class and in their groups to divide the supplies collected. Students can check off the supplies they received on their checklist. The supplies will be placed into zip-lock bags or boxes.

**Formative Assessments:**

Compare and contrast community helpers using a Venn Diagram.

Turn and talk

Test/Quiz

**Benchmark/Performance Task:**

Goal: To rank and distinguish between needs and wants.

Role: A family member.

Audience: Other family members.

Product/Performance: A need and want list.

Standard: The wants list should contain five wants in order from greatest to least. Create a needs list of the greatest to least important needs for the family.

See Social Studies Skills Table (Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

**Alternative Assessment:**

Create posters to promote volunteer project.

Lesson Plans and Pacing Guide	
Suggested Lesson	Timeframe – 10 weeks
Lesson 1 Members of our Community	2 weeks
Lesson 2 Needs and Wants	2 weeks
Lesson 3 Goods and Services	2 weeks
Lesson 4 Community Issues and Activism	2 weeks
Lesson 5 Citizenship Project	2 weeks

**Teacher Resources:**

<https://jr.brainpop.com>  
<https://app.studiesweekly.com/online/>  
[www.practicalmoneyskills.com/games/ed\\_bank/](http://www.practicalmoneyskills.com/games/ed_bank/)  
<http://www.pppst.com/economics.html>  
[www.opshoeboxnj.org](http://www.opshoeboxnj.org)  
<http://hmintheneews.com>

**Books:**

*Follow the Money!* by Loreen Leedy  
*Goods and Services* by Janeen R. Adil  
*Johnny's Decisions: Economic for Kids – Tradeoffs* by Jeff Felardo  
*Needs and Wants* by Gillia M. Olson  
*Who's Buying? Who's Selling? Understanding Consumers and Producers* by Jennifer S.  
*Before You Were Mine* by Maribeth Boelts  
*Homeward Hounds* by Karen J. Roberts  
*Marvels Of Money for Kids* by Paul Nourigat  
*Shelter Pet Squad #1: Jelly Bean* by Cynthia Lord  
*The Berenstain Bears Lend a Helping Hand* by Stan and Jan Berenstain  
*The Kids' Money Book* by Jamie Kyle McGillian  
*A Day in the Life of a Dentist* by Heather Adamson  
*Career Day* by Anne Rockwell  
*Community Helpers from A to Z* by Bobbie Kalman  
*Jobs People Do* by DK Publishing  
*Whose Hat Is This?* by Sharon Katz Cooper  
*Brazil* by Tara Walters  
*Kevin and Kate Go to the Bank* by Kellie Emrich  
*Let's Trade: A Book About Bartering* by Nancy Loewen  
*Next Stop: Mexico* by Ginger McDonnell  
*Where Do We Keep Money? How Banks Work* by Jennifer S. Larson

<b>Content Area Unit Name</b>	Social Studies
<b>Interdisciplinary Connections</b>	Mathematics, Technology, and English Arts, Science
<b>Core Instructional Materials including digital tools</b>	Textbooks, Classroom Resources, Digital Tools
<b>21<sup>st</sup> Century Themes and Skills</b>	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p><a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a></p> <p>Personal Financial Literacy 9.1 <a href="http://www.state.nj.us/education/cccs/2014/career/91.pdf">http://www.state.nj.us/education/cccs/2014/career/91.pdf</a></p> <p>Career Awareness, Exploration, and Preparation 9.2 <a href="http://www.state.nj.us/education/cccs/2014/career/92.pdf">http://www.state.nj.us/education/cccs/2014/career/92.pdf</a></p> <p>Career and Technical Education 9.3 <a href="http://www.state.nj.us/education/cccs/2014/career/93.pdf">http://www.state.nj.us/education/cccs/2014/career/93.pdf</a></p>
<b>8.1 Educational Technology</b>  <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b>	<p><b>K-2:</b> Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p><b>3-5:</b> Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p><b>6-8:</b> Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p><b>9-12:</b> Create and edit multi-page document for public presentation.</p>

**Considerations for classified students:**



#### Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

#### Modifications:

- Modifications include but are not limited to:  
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

#### In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

### **Considerations for English Language Learners (ELLs):**

#### Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)

<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)
5. [Interaction](#)
6. [Practice and Application](#)

7. [Lesson Delivery](#)

8. [Review and Assessment](#)

- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

**Considerations for At Risk Students:**

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

#### Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

#### Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

#### In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

#### **Considerations for Gifted Students:**

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.