



# **Social Studies K-2 Curriculum**

**Middle Township Public Schools  
216 S. Main Street**

**Cape May Court House, NJ 08210**

Born: August 2018

Revised: April 2022

### ***Goals of the Social Studies Curriculum***

- Acquire a basic understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government;
- Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- Acquire basic literacy in the core disciplines of social studies and have the basic understandings needed to apply this knowledge to their lives as citizens;
- Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present; and
- Participate in activities that enhance the common good and increase the general welfare.

## K-2 Curriculum Framework

Grade Level and Content	K-2 Social Studies Curriculum
Interdisciplinary Connections	<ul style="list-style-type: none"> <li>• Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.</li> <li>• Authenticity - Projects use a real-world context (e.g., community and workplace problems) and address issues that matter to the students.</li> <li>• Applied Learning - Projects engage students in solving problems calling for competencies expected in high- performance work organizations (e.g., teamwork, problem- solving, communication, etc.).</li> <li>• Active Exploration - Projects extend beyond the classroom by connecting to internships, field-based investigations, and community explorations.</li> <li>• Adult Connections - Projects connect students with adult mentors and coaches from the wider community.</li> <li>• Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real- world standards of performance.</li> </ul>
Core Instructional Materials	<ul style="list-style-type: none"> <li>• Listed within individual curriculums and weekly lesson plans</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Literacy and Math STAR</li> <li>• Listed within individual curriculums and weekly lesson plans</li> </ul>
Modifications for Special Education Students	<ul style="list-style-type: none"> <li>• Follow all IEP modifications</li> <li>• Model assignments</li> <li>• Provide Brain Breaks</li> <li>• Chunk assignments</li> <li>• Use visuals</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduce key vocabulary before lesson</li> <li>• Teacher reads aloud daily</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> <li>• Choral reading</li> <li>• Chants, songs, Videos: Communities, government</li> <li>• Assign a picture or movement to vocabulary words</li> <li>• Small group instruction-guided reading and guided writing</li> <li>• Use books on tape</li> <li>• Allow extra time to complete assignments or tests</li> <li>• Work in a small group</li> <li>• Flexible grouping</li> <li>• Allow answers to be given orally or dictated</li> <li>• Have students repeat what was said</li> <li>• Scribe for students who can’t write</li> <li>• <a href="https://goalbookapp.com/">https://goalbookapp.com/</a></li> </ul>
Modifications for English Language Learners	<ul style="list-style-type: none"> <li>• Visuals: <a href="https://www.elcivics.com/">https://www.elcivics.com/</a></li> <li>• Gesturing</li> <li>• Use of realia and manipulatives</li> <li>• Simplified language / teacher talk / thinking aloud</li> <li>• Graphic organizers</li> <li>• Frequently check for understanding</li> <li>• Personal word walls / word rings</li> <li>• Introducing key vocabulary before lesson</li> <li>• Total physical response (TPR) activities</li> <li>• Cloze activities</li> <li>• Teacher modeling</li> <li>• Pattern sentences (speaking and/or writing)</li> <li>• Choral chanting</li> <li>• Small group instruction / cooperative learning</li> <li>• Allowing for additional wait time for student responses during conversations</li> <li>• Scaffolding questions and instructional language</li> <li>• Allowing students to show or use gestures if not yet able to produce oral language</li> <li>• Modeled and shared writing activities</li> <li>• Providing a student buddy</li> </ul>

Modifications for Students Who Lack Support for School	<ul style="list-style-type: none"> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy”</li> <li>• Use books on tape</li> <li>• Allow extra time to complete assignments or tests</li> <li>• Work in a small group</li> <li>• One on one instruction</li> <li>• Provide immediate praise and feedback</li> <li>• Provide high interest topics</li> <li>• Create a nurturing environment</li> <li>• Provide visuals</li> <li>• Be flexible with assignments and time frames</li> <li>• Provided needed academic resources</li> </ul>
Modifications for Gifted Students	<ul style="list-style-type: none"> <li>• Encourage upper-level intellectual behavior based on Bloom’s Taxonomy</li> <li>• Do not always be explicit, allow for discovery</li> <li>• Use centers and group students according to ability or interest: Gifted and Talented resources</li> <li>• Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list</li> <li>• Use varied modes of pre-assessment and assessment</li> <li>• Create an enhanced set of introductory activities (e.g., advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Provide whole group enrichment explorations</li> <li>• Teach cognitive and methodological skills</li> <li>• Use center, stations, or contracts</li> <li>• Organize integrated problem-solving simulations</li> <li>• Debrief students</li> <li>• Propose interest-based extension activities Equipment Needed</li> <li>• Ask higher order thinking questions using</li> <li>• Discovery learning instead of explicit learning</li> <li>• Use centers and group students according to ability or interest</li> </ul>
Modifications for Students with 504 Plans	<ul style="list-style-type: none"> <li>• Follow all IEP 504 plan modifications</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide Picture Instructions</li> <li>● Small Group Instruction- Guided Reading and Guided Writing</li> <li>● Allow Extra Time to Complete Assignments or Tests</li> <li>● Allowing For Additional Wait Time for Student Responses During Conversations</li> <li>● Provide Fidget Tools</li> <li>● Flexible Seating</li> <li>● Chunk Assignments</li> <li>● Positive Reinforcement</li> </ul>
--	--

Kindergarten  
 Getting Along in Our Community  
 Our Global Community  
 Our Environment and Its Geography

### Kindergarten Social Studies Scope and Sequence

Unit	Months	Estimated Pacing
Unit 1: Getting Along in Our Community	September- December	30 days
Unit 2: The Global Community	December - March	31 days
Unit 3: Our Environment and Its Geography	April - June	30 days

## Grade K Social Studies - Unit 1 Getting Along in Our Community

### NJSLs-Social Studies

**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 Area:	Social Studies	Grade(s) K
Unit Plan Title:	Our Global Community	
Unit Topics:	Citizenship begins with becoming a contributing member of the classroom community.	
	Standard(s) Number and Description (Established Goals)	
	<p>Standards:</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function.</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p>	

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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.

New Jersey Student Learning Standards:

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.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.

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Reading Standards for Informational Text:

RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Writing Standards:

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Career Readiness, Life Literacies, and Key Skills

Civic Responsibility:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business

Financial Psychology:

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Planning and Budgeting:

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

Risk Management and Insurance:

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Career Awareness and Planning

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

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.1.2.CAP.4: List the potential rewards and risks to starting a business.



## Technology Resources

- Books about family, home and school
- Books about rules, community and cultures
- Suggested Read Alouds:
  - Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
  - David Goes to School by David Shannon
  - Talk and Work It Out by Cheri J. Meiners, M.Ed.
  - It's Okay to be Different by Todd Parr
  - Jobs People Do by Christopher Maynard
- Scholastic News
- Reading A-Z Leveled Books (for Read-Alouds)
  - Busy at School (Level C)
  - Are You Okay? (Level F)
  - It Is School Time (Level B)
  - Jobs we do at School (Level E)
  - Katie and Katie (Level D)
  - I'm the Tall One (Level J)
- NJ Department of Education Website [www.state.nj.us/education](http://www.state.nj.us/education)
- Readworks.org
  - People in Communities
  - What is a Good Citizen?
  - Jon Follows School Rules
- Technology Resources – United Streaming/Learn 360 (if available)
- [http://www.makemegenius.com/science-videos/grade\\_13/road-safety-and-traffic-rules-for-kids](http://www.makemegenius.com/science-videos/grade_13/road-safety-and-traffic-rules-for-kids) (7 minute video on road safety)
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.bensguide.gpo.gov/](http://www.bensguide.gpo.gov/)
- [www.youtube](http://www.youtube)
- Kids for Character: Citizenship
- Officer Buckle and Gloria by Peggy Rathman

### **Essential Questions**

**How can you become a contributing member of the classroom community?**

### **Instructional Best Practices**

#### **District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring. Share: Students may be provided opportunities to reflect on their learning.

### **Recommended Texts (Read aloud & close reading)**

- Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
- David Goes to School by David Shannon
- Jobs People Do by Christopher Maynard
- Talk and Work It Out by Cheri J. Meiners, M.Ed.
- It's Okay to be Different by Todd Parr
- All Are Welcome by Alexandra Penfold

### **Suggested Assessments**

- Morning meeting activities
- Make a picture of a job chart or school and home
- Role play greetings at the beginning and end of the school day
- Draw a picture of a classroom rule
- Recite the Pledge of Allegiance

- Role play a scene where a family works together
- Draw a picture of the family tradition
- Make a book of school jobs
- Make a family mobile and/or family tree
- Discuss the basic things people need to live; place, clothes, food, water, talk about why they are important and how adults provide them
- Teacher observation/classroom discussion/student participation

Targets	Focus Lessons
Identify roles of children and adults in the family	<ol style="list-style-type: none"> <li>1) Discuss members of their families and how each family is unique.</li> <li>2) Have students draw a picture of their families. Teacher will circulate and label the family members.</li> <li>3) Create a graph of the number of members in their families.</li> </ol>
Recite the Pledge of Allegiance	<ol style="list-style-type: none"> <li>1) Use the chart of the words for modeling.</li> <li>2) Display vocab word cards if appropriate to discuss the meanings of the words.</li> <li>3) Have students color the picture of the child with hand over heart or the mini book to practice reciting the words.</li> </ol>
Identify things that are learned at school and Community	<ol style="list-style-type: none"> <li>1) Remind students of their walks in the hallways and think of all the different rooms they go to learn different things and all the different parts of our day here in our own classroom.</li> </ol>

<p>Introduce diversity and acceptance in a school community.</p>	<ol style="list-style-type: none"> <li>1) Questions to discuss during read aloud. What does it mean to feel welcome? <ul style="list-style-type: none"> <li>- What are some ways you can welcome students to your classroom, school, and community?</li> <li>- What is one thing you can do every day to be welcoming?</li> <li>- Have you ever felt like you weren't included in something? How did that make you feel?</li> <li>- Tell about a time when you saw someone being welcoming to someone else.</li> </ul> </li> <li>2) Discuss how to say welcome in different languages. Color posters that have the word welcome in different languages and put them together to make a mural.</li> </ol>
<p>Identify roles of children and adults at school community</p>	<ol style="list-style-type: none"> <li>1) Read <u>David Goes To School</u> and discuss why this behavior is a problem in school.</li> <li>2) Watch the YouTube video People Who Work in Our School and discuss how each person in a school has their own responsibilities.</li> <li>3) Discuss further how this makes us good citizens in our communities and follow up with other YouTube videos.</li> </ol>

Identify ways that people are alike and different	<ol style="list-style-type: none"> <li>1) Teacher asks students questions (“Who likes pizza?” “Who has a sister?” etc.). Ask questions that will show students how they all have similarities and differences.</li> <li>2) Identify various character traits.</li> <li>3) Using a Venn Diagram, list ways that people are the same and different.</li> <li>4) Read It’s Okay to be Different by Todd Parr. Students can create their own page to add to the book.</li> </ol>
Identify areas and jobs in a school/ community	<ol style="list-style-type: none"> <li>1) Illustrate and label different areas and jobs in a school/community.</li> <li>2) Invite various school/community workers into the classroom to speak about their jobs.</li> </ol>
Identify what leaders do at home and school	<ol style="list-style-type: none"> <li>1) Have students play a game of Simon Says. Discuss the importance of having a leader and followers. Some examples of questions to ask are: “What does it mean to be a leader?” “What does it mean to be a follower?” “Who was a leader in our game of Simon Says and who were followers?”</li> <li>2) Discuss various leaders in the community. Explain that a community is the area we live in. Our community is the people at school, and the people who live by the school, and the businesses that are near the school. Examples of questions to ask are “Who might be a leader of our community?” “Can there be more than one leader in a community?” Students can role play about leaders and what they do.</li> <li>3) Talk about the definition of a leader. Then use the chart Be a Leader Not a Bossy to discuss why the “Bossy” actions don’t make a good leader.</li> </ol>
Identify rules at home and school	<ol style="list-style-type: none"> <li>1) Ask students to explain why they believe rules are important in school and at home. Then ask them to decide which rules</li> </ol>

	<p>are needed when they are at school, and which are important when they are at home.</p> <ol style="list-style-type: none"> <li>2) Construct a T-chart "Rules at School" column and a parent figure in the "Rules at Home" column.</li> <li>3) Make cards that state rules for home and rules for school. Use clip art, teacher-drawn pictures, or photos to illustrate the rules. As a large group activity, have students take turns to sort the cards and place them on the chart according to roles, responsibilities, and location. As each student takes a turn to place a card, encourage discussion of why the rule is important.</li> <li>4) Collaboratively create a poster of classroom rules. Students will sign poster.</li> </ol>
Describe and explain what it means to follow the rules	<ol style="list-style-type: none"> <li>1) Ask students "What does it mean to follow the rules?"</li> <li>2) Use images of signs in the school and community to show how signage helps citizens follow rules. (ex: stop sign, buckle up, no diving, etc.).</li> <li>3) Discuss what it means to be a good citizen and follow the rules/laws and why do rules/laws need to be followed.</li> <li>4) Discuss what could happen if you do not follow the rule/law.</li> <li>5) Students will illustrate and label a two-sided picture showing a rule being followed on one side and a rule not being followed on the opposite side.</li> </ol>
Explain why people need rules	<ol style="list-style-type: none"> <li>1) Identify rules and why they keep us safe.</li> <li>2) Refer to the T-chart of home and school rules and engage the students in discussing the positive results of following the rules, the consequences for not following them, and the role of the teacher, principal, and others in the school setting whose responsibility it is to enforce the rules, and what role the student plays in following the rules.</li> </ol>

Explain that a responsibility is a duty and give examples	<p>1) Talk about our responsibilities here in our classroom and then compare and contrast that with responsibilities they have at home. Talk about what would happen if we didn't do these things. *Refer to T-Chart previously created.</p>
Follow three steps to resolve a conflict	<p>1) Make a list of possible conflicts. Role play solutions to conflicts and discuss behaviors that could avoid conflicts.</p> <p>2) Chart possible solutions to conflicts. Create a classroom "Wheel of Choice" to help students learn to solve their own problems.</p>
Find their classroom and other important places in the building on a map of the school	<p>1) Take a tour of the classroom and school.</p>

## Grade K Social Studies - Unit 2 Our Global Community

### NJSLs-Social Studies

**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 Area:	Social Studies	Grade(s) K
Unit Plan Title:	Our Global Community	
Unit Goal:	There are many different cultures within the classroom, community, and world.	
Standard(s) Number and Description (Established Goals)		
<p>Standards:</p> <p>History, Culture, and Perspectives: Claims and Argumentation:</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p>History, Culture, and Perspectives: Continuity and Change:</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>Civics, Government, and Human Rights: Civic Mindedness:</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>New Jersey Student Learning Standards:</p> <p>Reading Standards for Informational Text:</p>		



RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Writing Standards:

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Career Readiness, Life Literacies, and Key Skills

Civic Responsibility:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business

Financial Psychology:

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Planning and Budgeting:

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

Risk Management and Insurance:

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Career Awareness and Planning

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

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Technology and suggested resources

Books/poems about

- Folktales
- Time
- Pioneers

- Suggested Read Alouds:

- It's Okay to be Different by Todd Parr
- Whoever You Are by Mem Fox
- Bee-bim Bop! By Linda Sue Park ([www.youtube.com](http://www.youtube.com))
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
  - Mexico
  - Harriet Tubman

- [www.eduplace.com](http://www.eduplace.com)
- Readworks.org
  - Women's History Month
  - Pilgrim's Path
  - The United States, Long Ago and Today
  - What Did People Wear?
  - Who Was Jackie Robinson?
- Videos: [www.youtube.com](http://www.youtube.com)
  - For The Birds short movie (Pixar)
  - Hello to All The Children of The World
  - Sesame Street: Kids Talk About Holidays
  - Sesame Street: How Do You Celebrate?
  - The World's Family (An Embracing Culture Story)
- Reading A-Z Leveled Books (for Read-Alouds)
  - Being Bilingual (level J)
  - Welcome Carlos! (level J)
  - Carlos's Family Celebration (level K)
  - Maria's Family Christmas (level L)
  - Friends Around the World (Level H)
  - Spain (Level K)

### Essential Questions

What are the different cultures within the classroom, community, and world?

#### **District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

#### **Suggested Assessments**

- If I lived long ago ...center activity - sentence completions about history, culture and perspectives
- Keep a class growth chart to illustrate how we grow over time
- Complete a yesterday, today, tomorrow chart with the class to record activities
- Write an ongoing class history - using stories about happenings in the class
- Create a simple family tree
- Morning meeting activities
- Create a cultural mural
- Teacher observation/classroom discussion/student participation

#### **Targets**

#### **Focus Lessons**

Give an example of how people and events change

- 1) Discuss the many things that have changed over the years: schools, homes, technology, cars, and clothing. To help students visualize and show their understanding of this topic, create a past vs. present sort for students to complete.
- 2) Before completing the sort, take a look at picture cards, and discuss the differences between then and now.

Define history as a story about the past	<ol style="list-style-type: none"> <li>1) Share a baby book or scrapbook that you or someone created for a child. Explain that these books tell about them long ago when they were little. This is their history. History is the study of past events. A baby book is a child's history. When we read about history we are learning about the past of others.</li> <li>2) Students could make a timeline of their life (i.e., birth, preschool, first day of kindergarten)</li> </ol>
Describe ways people find out about the past	<ol style="list-style-type: none"> <li>1) Research the past through stories of people, heroes, pictures, songs, holidays, customs, traditions and legends and explain the differences in other people, time and cultures.</li> <li>2) Show and discuss photos, artifacts, diaries, stories, videos, museum, interview a parent and/or grandparent</li> </ol>
Place events in order (first, next, last)	<ol style="list-style-type: none"> <li>1) Introduce time order words first, next and last. Ask students to think about the prior day and list on chart paper what happened first, next and last. After listening to the suggested read aloud, display pictures of the story and ask students to place them under the headings: first, next and last.</li> </ol>
Identify modes of communication from long ago and today	<ol style="list-style-type: none"> <li>1) Activate student's knowledge about all the different ways we communicate today. Then watch the video of the book Communication Long Ago... Today.</li> <li>2) Share Additional Information with the students:</li> <li>3) Fun Fact: Phillip Downing is a famous Black-American who invented the street letter drop mailbox with a hinged door that closed to protect the mail. He patented his new device on October 27, 1891 (US Patent # 462,093).</li> </ol>

<p>Identify different cultures and some foods and customs for each one</p>	<ol style="list-style-type: none"> <li>1) Show BrainPOP video on Mexican culture to class. Create a brochure depicting various cultures aligned with your student population. Highlight customs and/or traditions, food, beliefs, etc. *Celebrate a Multicultural Day-students dress from various cultures (use materials from home and/or class) and create a poster of important characteristics of that culture to share with the class.</li> <li>2) Create a class teddy bear or one for each student. Students bring the teddy bear home. The teddy bear will find out about the student's culture. Teacher can attach a list of questions on an index card. The visiting bear will come back to school and describe its experiences in the new culture to the class.</li> </ol>
<p>Role play conflict resolution</p>	<ol style="list-style-type: none"> <li>1) Ask students if they know what respect is and ways we can show respect. Show Pixar short movie For the Birds. Discuss what happened in the movie: "Were the birds being respectful or disrespectful?" Read a story where characters display traits of respect and disrespect. Suggested Read: Chrysanthemum by Kevin Henkes. Questions to ask, "What are some examples of disrespect?" "What are some examples of respect?" Discuss different feelings throughout the story and relate it to respect or disrespect.</li> <li>2) May choose to refer back to Talk and Work It Out.</li> </ol>

<b>Grade K Social Studies - Unit 3 Our Environment and Its Geography</b>
<b>NJSLS-Social Studies</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.

Content Area:	Social Studies	Grade(s) K
Unit Plan Title:	Our Environment & It's Geography	
Unit Goal:	Students will be able to value the connection between people and nature.	
Standard(s) Number and Description (Established Goals)		
<p>Standards:</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p> <p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. •</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>Standards that Support Learning</p> <p>New Jersey Student Learning Standards:</p> <p>Reading Standards for Informational Text:</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, and how).</p> <p>R.I.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding. Writing Standards:</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Technology Standards</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>		
<p>Student Learning Activities/Assessments:</p> <ul style="list-style-type: none"><li>● Teacher observation / classroom discussion / student participation</li><li>● Group Projects: murals/posters/mobiles/dioramas</li><li>● Active Debates</li><li>● Role Play Skits,puppets,props/costumes</li><li>● Posters, brochures, book, mobile, diorama, journal</li></ul>		

- Books/poems about Earth, landforms, seasons, and maps.
- Suggested Read Alouds
  - In My Town by Richard Scarry
  - Me On the Map by Joan Sweeney
  - The Mitten by Jan Brett
  - Lily Learns about Wants and Needs by Lisa Bullard
- <https://vimeo.com/120158482> (55-minute video of The Magic School Bus Recycles)
- [www.youtube.com](http://www.youtube.com)
  - Sweet Clara and the Freedom Quilt
  - Where do Fruits and Vegetables Come From?
  - The Little Red Hen read by Faith's Toy reviews
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.eduplace.com](http://www.eduplace.com)
- (Search maps and globes- books and videos, search maps and landforms - books)
- Readworks.org
  - My School (story with directional words learning)
  - Weather (Article-A-Day set)
  - Learn About Maps
  - All Kinds of Maps
  - The Difference Between Maps and Globes
  - Seven Large Lands
  - How To Draw a map
  - Finding Foods
- Reading A-Z Leveled Books (for Read-Alouds):
  - Earth's Water (Level H)
  - The Coast (Level K)
  - The Four Seasons (Level E)
  - How is the Weather Today (Level F)?
  - Changing Seasons (Level F)
  - A Landforms Adventure (Level N)
  - Needs and Wants (Level F)



- Additional titles:
  - The Pigeon Needs a Bath by Mo Willems
  - The Pigeon Wants a Puppy by Mo Willems
  - The Doorbell Rang by Pat Hutchins

### **Essential Questions**

**What are the different cultures within the classroom, community, and world?**

Instructional Best Practice

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

### **Suggested Assessments**

- Teacher observation / classroom discussion / student participation
- Group Projects: Murals/posters/mobiles/dioramas
- Active Debates
- Role Play: Skits/puppets/props and/or costumes
- Posters, brochures, books, mobile, diorama, journal

Targets	Focus Lessons
<p>Explain what directions are and how you can use directions to describe where you are going using a map.</p>	<ol style="list-style-type: none"> <li>1) Ask students if they have ever heard of the word direction? Explain to students that directions help people get from one place to another. Create a list of reasons why people may need to use directions: to go to a friend's house, to go on vacation, to go to a new restaurant or store, etc.</li> <li>2) Tell students that maps are often used to give directions and can be used to describe where they are. Pull up an image of google maps and locate the school. Write a list of nearby places and their position to our school: below, above, front, back, left, right, next to, in front of, behind (ex: Target is across the street from Walmart). Zoom out on Google maps and help students see that you can look at a view of the city to describe things that are nearby to help people know where you are (ex: the river is near our community). Show the students a map of the school and use the map to come up with a list of words to describe where classrooms are in relation to other places in the school (ex: the bathrooms are next to the gym).</li> </ol>
<p>Demonstrate proper use of spatial words. near/far, here/there/ above/below</p>	<ol style="list-style-type: none"> <li>1) Making Maps: Brainstorm together how to create a map of the classroom. Students will work collaboratively to design a map of a classroom. Students will share their map with the class using spatial words to describe objects and their location. Students will use the map to guide them to build a model of the classroom using various materials such as: blocks, Legos, manipulatives, etc.</li> </ol>

Compare different types of landforms	<ol style="list-style-type: none"> <li>1) Teach the landforms song by modeling and practicing the chorus. Then introduce types of landforms a few at a time. Discuss the name and a definition as well as a picture. You can then have students either draw their own pictures for each on cards you have already labeled for them, or they could color the picture you provided on the card.</li> </ol>
Identify human characteristics of landscapes (man-made additions)	<ol style="list-style-type: none"> <li>1) Talk about what a town would look like with only naturally made things (landforms) there. What things have people added to make the town more livable. (i.e., roads, railroads, parks, houses, stores, schools, churches). Do a quick class sort of Man-made vs. natural objects in the environment. Students can then complete the sort individually on the worksheet.</li> </ol>
Recognize that a map is a picture of a real place as seen from above	<ol style="list-style-type: none"> <li>1) Utilize Scholastic website for lesson on maps. <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/learning-about-maps/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/learning-about-maps/</a></li> </ol>
Recognize picture symbols on a map	<ol style="list-style-type: none"> <li>1) Use a map and identify different types of symbols, i.e., mountains, lakes, land, rivers, etc.</li> <li>2) Follow-up activity: Explain that symbols are different on each map depending on the maker. They can even be a secret like on the quilts in this story.</li> <li>3) Share the YouTube video of the story Sweet Sara and the Freedom Quilt.</li> <li>4) Explain that symbols are different on each map depending on the maker. They can even be a secret like on the quilts in this story.</li> </ol>

Identify basic locations on a map and globe	<ol style="list-style-type: none"> <li>1) Using the US States map have students locate their home state of NJ. Using the World Map have students locate their country USA. Discuss where both are located at (near water etc.).</li> <li>2) Have students color the water areas blue and land areas green on the map.</li> </ol>
Describe the difference between water and land	<ol style="list-style-type: none"> <li>1) Display a globe or world map and talk about why so much of the map is colored blue. Discuss describing words for water (wet, moving, cold/warm/cool, colors {blue, clear -reflects the sun et.al.) and all the different types of bodies of water (river, lake, streams, oceans, bays). Then contrast with land (hard, dry, many colors {brown, red, yellow, etc.})</li> </ol>
Recognize a globe as a model of Earth	<ol style="list-style-type: none"> <li>1) Tell the story of how back at Columbus' time people thought the world was flat because all of their maps were flat. He proved that wasn't true. So now we have globes too. Explain how globes take up so much room so maps are more portable. So, both have a purpose.</li> </ol>
Identify and explain how the four seasons affect people, animals, and plants	<ol style="list-style-type: none"> <li>1) Chart the 4 seasons on a cycle graph. Have students talk about the weather during each season.</li> <li>2) Then go further with how this will affect the activities/ dress etc. of people and how the weather affects the animals and plants as well.</li> </ol>
Understand that some food is grown on farms	<ol style="list-style-type: none"> <li>1) Talk about their favorite foods in the lunchroom. Talk about how those foods came to be.</li> </ol>

<p>Describe the relationship among households, businesses and laborers</p>	<ol style="list-style-type: none"><li>1) Create a flowchart or cycle chart to show how people have jobs to earn money, which leads you to stores to buy things from businesses, this leads the businesses to purchase items from laborers which pays them money to go back to the store.</li><li>2) Financial Literacy Lessons K-2 <a href="https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/">https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/</a></li></ol>
--	--

<p>Describe the difference between needs and wants</p>	<p>Day 1:</p> <p>Explain to the class that a want is nonessential but things you might like to have. It could be something fun to play with, a treat to eat, etc.</p> <ul style="list-style-type: none"><li>● Use real-life items or pictures of items to determine if it depicts something they want.</li><li>● Create a t-chart with wants on one side and needs on the other. Have students come up with a list of items they want for the chart. Leave the needs side blank for the next lesson.</li><li>● Give students a paper and have them draw a picture of an item they want.</li></ul> <p>Day 2:</p> <p>Explain to the class that a need is something we need to survive. (Food, clothing, shelter, water, etc.)</p> <ul style="list-style-type: none"><li>● Have students come up with a list of items they need for the t-chart from the previous lesson.</li><li>● Use real-life items or pictures to sort and categorize items as wants or needs as a class.</li><li>● Give students a paper and have them draw a picture of an item they need (can use the same paper from the previous lesson) Compare and contrast how these are wants vs. needs.</li></ul>
--	---

<p>Explain the word scarcity and describe how it relates to our economic system</p>	<p>There are things that we want that are hard to get sometimes. Think of buying a favorite snack for home and if someone takes too much then no one else gets any. This can be true for natural resources, food, toys, or space.</p> <p>Read the story <u>The Mitten</u> by Jan Brett.</p> <p>Day 1: Whole group...</p> <p>Define scarce/scarcity to the class. Explain that when there is not enough of an item it is scarce.</p> <ul style="list-style-type: none"> <li>● Make a list of things that are scarce in the classroom. (Ex: crayons, pencils, etc.) Make a list of things that are scarce at home. (ex: cereal, detergent, toothpaste, etc.)</li> </ul> <p>Things that are scarce at school 1. Pencils with erasers 2. Red crayons</p> <p>Things that are scarce at home 1. cereal 2. milk</p> <p>Day 2:</p> <p>Use the lists from the previous day to decide how we can make choices to minimize our number of scarce items. (ex. take care of our pencils and crayons so we don't have to replace them so often.)</p> <p>Students participate in an activity in which they may choose one item from a group consisting of two different items (ex. 5 Yellow and 15 blue highlighters, or two different snack choices) when one item runs out, it is an example of scarcity.</p>
---	---

<p>Describe opportunity cost</p>	<p>Day 1: Whole group.</p> <ul style="list-style-type: none"> <li>• Listen to read alouds exhibiting opportunity cost (ex. Beatrice's Goat by Page McBrier and Alexander Who Used to be Rich Last Sunday by Judith Viorst)</li> <li>• Define opportunity cost as what you gave up when you make your decision (choice).</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>• Review opportunity cost from the day before.</li> <li>• Have students participate in an activity where a choice/decision needs to be made. Ex: Students choose a pencil or an eraser from a set with a limited number of supplies. (8 pencils and 12 erasers).</li> <li>• Students become aware that there may be a shortage of supplies affecting the decisions they make. Students should be able to identify their opportunity cost after their decision is made. If they chose the pencil the eraser is the opportunity cost and vice versa.</li> </ul>
<p>Identify examples of the impact of human interaction on the environment, specifically in terms of <i>climate change</i>. (How are humans involved in climate change?)</p>	<ol style="list-style-type: none"> <li>1) Watch video on climate and weather. Discuss what climate is and what climate change means. <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=3929&amp;CategoryID">http://www.watchknowlearn.org/Video.aspx?VideoID=3929&amp;CategoryID</a></li> <li>2) Climate Change Activity <a href="https://climatechangelive.org/index.php?pid=180">https://climatechangelive.org/index.php?pid=180</a></li> <li>3) Greenhouse Effect: Learn about the greenhouse effect with the teacher link. <ul style="list-style-type: none"> <li>• Watch video on Global Warming</li> <li>• Watch/try Greenhouse experiment</li> </ul> </li> <li>4) Learn about what is happening to the polar ice caps. Watch Climate Change video. Try the Polar Ice Cap Experiment. <a href="https://www.youtube.com/watch?v=Vh8XVksn1Y">https://www.youtube.com/watch?v=Vh8XVksn1Y</a> <a href="https://www.science-sparks.com/science-worksheets/">https://www.science-sparks.com/science-worksheets/</a> <a href="https://www.youtube.com/watch?v=Sv7OHfpIRfU">https://www.youtube.com/watch?v=Sv7OHfpIRfU</a></li> </ol>



<p>Discuss the importance of recycling in relation to how humans have an impact on the environment.</p>	<ol style="list-style-type: none"> <li>1) Read Aloud/Watch <u>the Adventures of a Plastic Bottle</u>. Discuss the importance of recycling. Students will draw/write about 2 things a plastic bottle can be made into.</li> <li>2) Read Aloud/Watch <u>Kenya's Art</u> • Create something out of recycled items.</li> </ol>
<p>Recognize and understand cultural, social and racial diversity among classmates, and the importance of celebrating us differences.</p>	<ol style="list-style-type: none"> <li>1) Read/Watch <u>Be Who You Are</u> by Todd Parr- Pause at <b>Be old. Be young. Be a different color. In Video- 55 seconds</b>. Have students talk about how we all have different skin colors. <a href="https://www.youtube.com/watch?v=C0H8WEpS4jg">https://www.youtube.com/watch?v=C0H8WEpS4jg</a></li> <li>2) Ask them if people are really purple, green and yellow? (This is a great teachable moment opportunity — students will often mention toys such as Legos minifigures being yellow, and you can point out that it would be very inclusive if more toymakers made all of their people/minifigures in skin tones that look like real people.) • Let students know that when they draw themselves, you will be providing many beautiful shades of brown for skin tones and that students can also decide if they want to draw like Todd Parr and make their skin tone or hair tone a rainbow color. • Ask students if anything else is missing in the image. (Students usually notice that Todd Parr does not draw noses on people, but he does draw noses on animals) You may want to encourage your students to draw noses in their self-portraits. • Talk to students about how we all have different colors and textures of hair and that this is one of the many things that makes us beautiful and different.</li> <li>3) Read/Watch <u>The Colors of Us</u> and discuss. <a href="https://www.youtube.com/watch?v=679Sw4IACAk">https://www.youtube.com/watch?v=679Sw4IACAk</a></li> <li>4) Students will create a self-portrait.</li> </ol>

Identify and understand prominent Black figures in history and the impact they have on history, society, and culture.	Ask students if they have ever dreamt about doing something. Allow students the opportunity to share something they would like to do or have happen in their lives.
---	---

Geography, People and NJ's Cultural Environment  
Human Rights & Governmental Structure  
Innovative Economists

**Grade 1 Social Studies Scope and Sequence**

Unit	Months	Estimated Pacing
Unit 1: Human Rights & Governmental Structure	September-November	28 days
Unit 2: Geography, People, and Cultural Environment	December-March	35 days
Unit 3: Innovative Economists	April - June	28 days

<b>Grade 1 Social Studies - Unit 1 Human Rights &amp; Governmental Structure</b>
<b>NJSLS- Social Studies</b>
<p><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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p><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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p>

<b>Content Area:</b>	<b>Social Studies</b>
<b>Unit Plan Title:</b>	<b>Human Rights &amp; Governmental Structure</b>
<b>Unit Goal:</b>	<b>Citizenship begins with becoming a contributing member of the classroom community.</b>
<b>Standard(s) Number and Description (Established Goals)</b>	
<p><b>Standards:</b></p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>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.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p> <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally)</p> <p>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.</p> <p><b>New Jersey Student Learning Standards:</b></p> <p>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 the United States government.</p> <p>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.</p> <p><b>Reading Standards for Informational Text:</b></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	

RI.1.5 Know and use various text features 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.  
 RI.1.9 Identify basic similarities in and differences between two texts on the same topic. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

**Writing Standards:**

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  
 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.1.7 Participate in shared research and writing projects  
 W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Career Ready Practices:**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.  
 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.  
 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  
 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  
 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).  
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  
 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Enduring Understandings:**

***Students will***

- Explain how good citizens follow the rules and how rules are important for a community, family, and school
- Explain how individuals or groups can make change
- Identify major American symbols/holidays and explain their significance
- Identify actions of Presidents and important people in our history that have affected the present
- Compare and contrast today's schools and homes around the world with long ago
- Explain the role of the President and Governor
- Name one branch of government and its role
- Explain the importance of having a structured government

**Essential Questions**

How do we make good choices in how we treat others?  
 Why do we need rules and how can they help us resolve conflicts?  
 What is the role of a leader and/or authority figure?  
 What are my rights and responsibilities as a member of my family/school/class? How can I make my school a better place?

How have the actions of people in the past affected our present? (Presidents, MLK, Role Models- American Heroes?)

**Suggested Student Learning Activities/Assessments:**

- Class discussions
- Decide upon a change to make in the class or school community and explore ways to make the change happen
- Draw a mural comparing a school in the US with a country of their choosing
- Write a letter to a historical figure about how they are celebrated today
- Make a Venn Diagram comparing Lincoln and Washington
- Have students work in groups to create a poster teaching the class about an American symbol
- Have students work in collaborative groups to research a figure that has had an impact on our history. Students will choose how they want to present the information to the class (i.e. poster, role play, project)
- Observe students working in groups to determine evidence of leadership characteristics

**Vocabulary**

- State
- Symbol
- Community
- Citizen
- President
- Governor
- Government
- Structure
- Role Model
- Nation
- Neighborhood
- Hero
- Patriot

**Suggested Resources**

- Leveled books – Reading A-Z
  - [Community Government](#) (level K)
  - [Laws for Kids](#) (level G)
  - [A President's Day](#) (level G)
  - [Your Road to the White House](#) (level X)
  - [Martin Luther King Jr.](#) (level K)
- Read-alouds
  - *School Around the World* by Casey Null Petersen
  - *Off to Class* by Susan Hughes
  - *School Days Around the World* by Catherine Chambers

- *Schools Around the World* by Clare Lewis
- *A School Like Mine* by DK Publishing
- *If I Were President* by Catherine Stier
- *Duck for President* by Doreen Cronin
- *The Bald Eagle: An American Symbol* by Alison and Stephen Eldridge
- *America is...* by Louise Borden
- *This Land is Your Land* by Woody Guthrie
- *Happy Birthday Martin Luther King* by Jean Marzollo
- *Louis Braille* by Jane Woodhouse
- *Abe Lincoln's hat* by Martha Brenner and Donald Cook

- Technology resources

- [Education Place](#)
- [BrainPOP Jr. - Branches of Government Video](#)
- [BrainPOP Jr. - Local and State Government Video](#)
- [BrainPOP Jr. - President Video](#)
- [BrainPOP Jr. - US Symbols Video](#)
- [Photos of Schools Around the World](#)
- [Front Row - SS Community Unit Resources](#)
- [Kids.Gov](#)

## Instructional Best Practices

### **District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Targets	Focus Lessons
Compare and contrast today's schools around the world with long ago.	<ol style="list-style-type: none"><li>1. Use link below to show/discuss photos of classrooms around the world, identifying similarities and differences. <a href="https://9gag.com/gag/aq2YWxR">https://9gag.com/gag/aq2YWxR</a></li><li>2. Draw a mural/ diagram comparing a school in the US with a country of their choosing.</li><li>3. Create a shared writing story about why school is important to us today.</li><li>4. Create a timeline of Middle Township which shows how local and state communities changed over time and explain the reasons for changes.</li></ol>



<p>Explain how good citizens follow the rules and how rules are important for a community, family, and school.</p> <p>Explain the role of a good citizen and how they participate in their communities.</p>	<ol style="list-style-type: none"> <li>1. Role play games without rules to illustrate chaos and an unstructured environment</li> <li>2. Create an updated class contract with rules that students think should be followed. Discuss why these rules are important.</li> <li>3. Identify rules people need in society and the classroom; tell why they are necessary</li> <li>4. Compare/contrast rules from home with school.</li> <li>5. Class discussion on what makes a good citizen vs. an inappropriate citizen</li> <li>6. To understand how community helpers are important citizens, complete research on a chosen community helper</li> <li>7. Have students sort actions into two categories: good citizens or not good citizens.</li> <li>8. Label two sides of the room; <i>Good Citizen and Not a Good Citizen</i>. Have students begin in the middle of the room. Say an action or behavior. Students will then walk to the side of the room that matches that behavior or action, Good Citizen or Not a Good Citizen. Then call on a student to ask them why they chose that side of the room.</li> </ol>
---	--

Explain the role of the President, Governor, and branches of government, as well as how individuals work within various levels of government (e.g., local, federal) to meet the needs of its community members.

1. The video below explains the role of the president and governor. It also compares the branches of government to the hierarchy of a school. <https://www.youtube.com/watch?v=tTeRPt4c1lw>
2. Student's role play in groups with one person as the King, one the President, and one the Governor. This activity will allow students to express the roles of each figure. Have other students act as the people.
3. List traits of a leader
4. Review the requirements to be President/Governor. Create requirements for someone to be president of the class. Have a mock election.
5. Students will put themselves in the shoes of the President to decide which rules they would keep/remove  
<https://www.youtube.com/watch?v=-EISWIY9bG8>

<p>Identify actions of Presidents and important people in our history that have created change and affected the present time.</p>	<ol style="list-style-type: none"> <li>1. Write a letter to a historical figure about how they are celebrated today</li> <li>2. Make a Venn Diagram comparing Lincoln and Washington</li> <li>3. Have students work in collaborative groups to research a figure that has had an impact on our history. Students will choose how they want to present the information to the class (i.e., poster, role play, project).</li> <li>4. Have students choose something they feel should be changed at the school level. Students can work in a group or individually to create an argument for why they want this change. Students will go through a mock process (teacher, vice principal, principal) to gain approval for change. Explain how this relates to our government.</li> </ol>
<p>Identify and study prominent Black figures in history and the impact they have on history, society, and culture.</p>	<ol style="list-style-type: none"> <li>1. Analyze Martin Luther King Jr.'s "I Have a Dream" speech and discuss what it means to us today. Have students create their own "dreams."</li> <li>2. Refer back to how historical figures like Rosa Parks, MLK, and Ruby Bridges created change. What were the character traits they held to create that change? (i.e., bravery, determination, etc.)</li> <li>3. Study Rosa Parks, Ruby Bridges, and MLK and how they created change for our country</li> <li>4. Re-enact situations from history and decide what we could do differently.</li> <li>5. Read about and discuss the impact of Harriet Tubman. Complete directed draw of Harriet and complete sentence stems discussing her bravery.</li> <li>6. Have students participate in a simulation in which they are separated by eye color. Allow all students with one color of eyes to do a specific activity and make the rest of the students do something else. Discuss how they felt being separated. Relate</li> </ol>

	simulation back to segregation and discuss how people were separated by skin color. Make connections to civil rights leaders.
Identify major American symbols/ holidays and explain their significance to their respective communities.	<ol style="list-style-type: none"> <li>1. Identify national holidays that take place during the timeframe of this unit and discuss their significance on American history.</li> <li>2. Introduce American symbols (Statue of Liberty, Liberty Bell, White House, Bald Eagle) and discuss their significance</li> <li>3. Create a class book of symbols that represent each student in the class.</li> <li>4. Have students work in groups to create a poster teaching the class about an American symbol.</li> </ol>

## **Grade 1 Social Studies - Unit 1 Geography, People, and Cultural Environment**

### **NJSLS- Social Studies**

**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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

**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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

Content Area:	Social Studies	Grade(s) 1
Unit Plan Title:	Geography, People and NJ's Cultural Environment	
Unit Goal:	The world is a very big place with different kinds of land, water, seasons, and communities.	
Standard(s) Number and Description (Established Goals)		
Standards:		
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.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.		
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.		
6.1.2.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.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.		
New Jersey Student Learning Standards:		
Reading Standards for Informational 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.		
RI.1.5 Know and use various text features 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.  
RI.1.9 Identify basic similarities in and differences between two texts on the same topic.  
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

**Writing Standards:**

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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.1.7 Participate in shared research and writing projects

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Career Ready Practices:**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Enduring Understandings:**

***Students will***

Identify landforms, bodies of water, and natural resources, and how people use them.

Know the difference between a city, suburb, and town and explain their characteristics

Explain how climate and geography can affect our lives and where we live. Use geographic tools to identify places with different properties.

Compare and contrast families around the world, long ago and today. Understand NJ's history (capital, culture and climate)

Plan and participate in a project that helps the Earth

Describe physical features and characteristics of places on a map

Compare and contrast customs, traditions and holidays around the world and within our country.

**Essential Questions**

- What is the purpose of a map?
- How do maps, globes and technological devices teach us about our world?
- What are the characteristics of rural, urban and suburban communities?
- What is the geography of my neighborhood, town, and state?
- How are climate and geography connected?
- What is diversity? Define culture and tradition.

- Who were the first settlers in NJ?
- Why is New Jersey called the "Garden State?"
- How can I help the Earth?
- How are holidays and customs around the world the same and different?

**Suggested Student Learning Activities/Assessments:**

- Class discussions
- Interactive Notebook entries
- Create a map and label your neighborhood, school, or home
- Create a Venn Diagram comparing rural and urban cities
- Make a book about the 4 seasons where you live and in different parts of the country
- Design a model of a body of water/landform
- Choose/assign a community type and build a house that would fit there appropriately. Allow students to use multiple modalities to build/design (i.e. paint, blocks, Legos, etc.)
- Pick a place in NJ and have students create a brochure to persuade other to visit, highlighting history and state features
- Around the World customs and holidays First Grade round robin

**Vocabulary**

- Cardinal direction
- Longitude
- Latitude
- Map Key
- Equator
- Ocean
- Lake
- Mountains
- River
- Plateau
- Stream
- Hill
- Plain
- Valley
- Desert
- Continent



- Rural
- Urban
- Suburban
- City
- Natural resource
- Climate
- Culture
- Capital

### Suggested Resources

- Maps / globes and other geographic tools like a compass, sundial etc.
- Technology (google maps, apps like waze and GPS)
- Read-alouds
  - *Earth's Landforms and Bodies of Water* by Natalie Hyde
  - *Nicky Fifth's Garden State Adventure* by Lisa Funari-Willever
  - *Kid's Guide to Types of Landforms* by Baby Professor
  - *City Mouse, Country Mouse* by Aesop's Fables (used in Reading Workshop)
  - *Lion Dancer* by Ernie Wan
  - *The Name Jar* by Yang Sook Choi
  - *As the Crow Flies* by Gail Hartman
  - *Me on the Map* by Joan Sweeney
  - *Where Do I Live?* by Neil Chesnow
  - *Mapping Penny's World* by Loreen Leedy
  - *Map Keys* by Rebecca Olien
  - *The City Kid and the Suburban Kid* by Deb Pilutti, Linda Black
  - *The Little House* by Virginia Lee Burton
  - *Recycle* by Gail Gibbons
- Leveled Readers (Reading A-Z) [I Live in the City](#) (level H)
- Technology resources
  - [NJ History for Kids](#)
  - [Discovery Education](#)

- [BrainPOP Jr. - Reading Maps](#)
- [BrainPOP Jr. - Landforms](#)
- [iCivics](#)
- [Web Weather for Kids](#)
- [BrainPOP Jr. - Rural, Urban, Suburban](#)
- [BrainPOP Jr. - Natural Resources](#)
- [Trenton Statehouse Tour](#)
- Optional Resource
  - <https://www.studiesweekly.com/>

### Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

### Instructional Best Practices

#### **District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Targets	Focus Lessons
<p>Compare and contrast families, homes, and schools around the world, long ago and today to understand how people and communities have changed over time.</p>	<ol style="list-style-type: none"> <li>1. Compare how the Pilgrims are like the present-day immigrants of the US.</li> <li>2. Research Native Americans, Squanto, and identify their importance to the development of early American culture.</li> <li>3. Complete handout sorting items from the past and present.</li> <li>4. Write down characteristics of life long ago and life now, some overlapping between the two. Have students sort onto a Venn Diagram.</li> <li>5. Complete lessons that focus on different aspects of children's lives long ago (toys, school, etc.)</li> <li>6. Students can interview a parent, grandparent, or an older family member; asking them what things were like when their parents were kids. Then students can compare their family member's answers to their own.</li> </ol>

#### Grades K-2 Social Studies Units of Study

<p>Understand that the views of others help us learn about various perspectives, thoughts, and cultures.</p>	<ol style="list-style-type: none"> <li>1. Host a Cultural Week, day or night.</li> <li>2. Ask students to bring in an item from home that represents their country of origin.</li> <li>3. Discuss different family celebrations in different ethnicities.</li> </ol>
<p>Use geographics tools to identify and describe physical features and characteristics of places on various types of maps.</p>	<ol style="list-style-type: none"> <li>1. Create a bedroom map.</li> <li>2. Find NJ on a map (locate the state, county, and town we live in)</li> <li>3. Create a compass for a map using the four cardinal directions: North, South, East, and West.</li> <li>4. Explore a continent other than North America and discuss the various cultures within that continent.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Use Google Earth to access various areas of NJ, US, and the world, discuss how these locations relate to one another.</li> <li>6. Compare different weather maps ○ Discovery Education</li> </ol>
Describe how maps are created for specific purposes.	<ol style="list-style-type: none"> <li>1. Design a map for a peer to find an object within the classroom.</li> <li>2. Create a classroom map depicting the route the class should use for a Fire Drill. Hang it in the classroom so that students can refer to the map when practicing for Fire Drills.</li> <li>3. Create a map depicting the different classroom centers. Refer students to this map when locating specific centers or stations during learning.</li> <li>4. Create your own Treasure Map</li> </ol>

<p>Know the difference between a city, suburb, and town and identify cultural and environmental characteristics of these places.</p>	<ol style="list-style-type: none"> <li>1. Show pictures of rural, urban, and suburban towns in NJ, sort them on a chart.</li> <li>2. Create a graphic organizer that includes pictures/words to compare/contrast these types of communities</li> <li>3. Have students use construction paper to re-create each community type and write a sentence describing each community</li> <li>4. Choose/assign a community type and build a house that would fit there appropriately.</li> <li>5. Allow students to use multiple modalities to build/design (i.e., paint, blocks, Legos, etc.). Have students choose a community, then create a postcard to a friend. They will draw an example of the community as the picture on the postcard and then write about what they see in this community on the back.</li> </ol>
<p>Explain how environmental, physical, and human characteristics influence where people live and how they live.</p>	<ol style="list-style-type: none"> <li>1. Illustrate the weather for each season and explain how it impacts our daily life (clothing, travel, recess)</li> <li>2. Compare/contrast clothing worn in different regions based on weather conditions</li> <li>3. Discuss climates and what types of food grow in each climate type.</li> <li>4. Discuss where we get our food from (tie to NJ being the Garden State)</li> <li>5. Have students learn about specific regions and teach their classmates through posters.</li> <li>6. Compare the climates in Africa and North America</li> </ol>

<p>Plan and participate in a project that helps the Earth</p>	<ol style="list-style-type: none"><li>1. In order to prepare for Earth Day later in the year, work as a class to plan a project that will help keep our planet clean and beautiful (i.e., plant a garden, recycling bins, save energy in classrooms, etc.). This project can run all year long and the impact can be discussed around Earth Day.</li><li>2. Have students create posters to hang around the school, reminding other students how to go green in their school. For example, by the light switch have a poster reminding them to turn off the lights when they are not in the room.</li><li>3. Using recycled materials (either saved from the classroom or donated by families) have students work in groups to design, create, and test an item that they need in their classroom. Examples include using recycled materials to build a crayon box, a new seating option, or a book box.</li></ol>
---	--

<p>Identify landforms, bodies of water, and natural resources, and how people use them</p>	<ol style="list-style-type: none"><li>1. Have students create a list of landforms they have seen (great beginning activity, teacher can give her examples first as model)</li><li>2. Have students create a landform or body of water using clay or play doh.</li><li>3. Have students become an expert about their chosen land/water to create a fact poster. Optional extension: have a museum walk with a different class to share models/facts</li><li>4. Create a dam using natural resources and discuss its importance in our environment.</li><li>5. Create a poster of natural vs. unnatural resources.</li><li>6. Have a variety of materials and have students sort them as natural or unnatural resources.</li><li>7. Have students describe a landform with clues and other students need to guess which landform they are describing.</li><li>8. Use googles maps to explore different areas of the world, search for landforms in the images.</li><li>9. Have students create a drawing of their favorite vacation place/imaginary vacation place and label the landforms in their drawing.</li></ol>
--	--

Understand NJ's history (capital, culture and climate)

1. Give students a cutout of NJ to trace on clay or playdough. Students will mark with a dot where the capital is and where they live.
2. Research the first settlers in NJ and where they lived. Include what they ate, what they wore, house structure, etc. to present to peers by students' chosen method (presentation, poster, writing sample, booklet, etc.)
3. Tour Trenton through online;  
<http://www.njleg.state.nj.us/legislativepub/statehousetour1.asp>
4. Culminating Activity- Have students create a brochure for New Jersey teaching others the important facts about the state. Brochures must include the state capital, a description of our climate and one historical fun fact.
5. Create a game where students need to guess which item is our state item; for example, have students identify our state bird by giving them two choices and having them vote. Then reveal the state bird. Repeat for state nickname, state animal, state flower, etc.



Recognize and understand cultural, social and racial diversity among classmates, and the importance of celebrating our differences.

1. Students create self-portraits. Give students paper strips and have them write adjectives that they feel describe themselves (a list of predetermined words can be provided). Have students paste the adjectives around their self-portraits, and then find classmates that have the same adjectives as they do. Discuss with students that even though all the pictures look different, we still have similarities, but our differences are what make us special.
2. Read *The Sandwich Swap* and create a Venn-diagram comparing and contrasting the two main characters as you read. Have students complete a Venn-diagram between themselves and another classmate.
3. Read *Our Class Is a Family*. Discuss with students why we're a family, even if we're not the same. What makes us belong? Create a class portrait on bulletin paper where each child gets to include themselves.
4. Read *Pink Is for Boys* or *Annie's Plaid Shirt*. Talk about why clothes and toys don't have to be just for girls or boys. Brainstorm ways that we can change our thinking about Boy things and Girl things and making them "things" for everyone.

<p>Understand and celebrate Black culture through literature, music, and studies of important Black figures in history.</p>	<ol style="list-style-type: none"> <li>1. Read <i>Hair Love</i> and discuss why hair is so important to Zuri. Have students identify a quality of themselves that they value that makes them “them.” You may choose to watch the short film that accompanies the book.</li> <li>2. Read <i>Not Quite Snow White</i> and discuss how Tameika’s confidence changed through the story. Talk about why the other students made comments about Tameika’s body and how they impacted her. Create “kindness donuts” and have students sprinkle the donuts with positive affirmations. Affirmations can be written on strips of colorful paper.</li> <li>3. Read <i>The Colors of Us</i> or <i>Chocolate Me</i>. Show “The Color of Me” Sesame Street video. Discuss the different colors used to describe skin in the books and video (keep track of descriptors on board or chart paper) and discuss how they’re all unique and beautiful. Have students color in a picture of themselves and complete sentence stems describing their own skin colors. Provide skin-shade paint colors or markers so students can create their skin tone. Discuss what colors they used.</li> </ol>
---	--

Identify examples of the impact of human interaction on the environment, specifically in terms of *climate change*. (How are humans involved in climate change?)

1. The Greenhouse Effect Experiment: The teacher will take two thermometers and place them in the sun for 5 minutes. The class will record that the temperatures are the same. Now the teacher will place a clear, glass jar over one of the thermometers while the other thermometer remains open to the air around it. (You can also use a bowl with plastic wrap) Every minute for ten minutes, students will again record the temperatures, noting that the thermometer in the jar (or covered by plastic wrap) has a higher temperature. This is due to the glass jar around it acting like greenhouse gases, trapping in the warm air and causing the temperature to rise just like our Earth's temperature.
2. Introduce students to the Greenhouse Gases using interactive characters. Visit the website, <https://climatekids.nasa.gov/greenhouse-cards/> Go through each character card to teach students about the different greenhouse gases that are trapping heat within our atmosphere and how these gases are created.
3. Teach students the effects of our rising ocean temperatures and water pollution. Visit the website <https://climatekids.nasa.gov/cora-bleaching/>. Discuss with students that because of greenhouse gases becoming trapped within our atmosphere, the ocean water is getting warmer. Also, as we add more pollution or trash to the ocean, we are also affecting those living things in our ocean. Adjust the levels on the website of the temperature and pollution then start the storm. Have students observe and discuss what happened to the ocean creatures and plants when we made the water temperature rise and the pollution level rise.

	<p>4. Teach students the effects of melting sea ice. As the Earth warms, the polar ice melts and animals who live on ice, such as Polar Bears lose their homes. Fill a container with about 1 inch of water. Allow to freeze overnight in the freezer. Take the ice out and place two objects on top of the ice (representing Polar Bears). Have students discuss observations they make. Leave the container of ice out for an extended period of time. Have students observe what has changed over time as the temperature of the ice has gotten warmer. Discuss predictions of what would happen if we continued to allow the ice to melt. Have students respond to the question; How does global warming affect animals like the Polar Bear? Why do Polar Bears need ice to survive?</p>
<p>Generate authentic questions about <i>climate change</i> and create plans for <i>minimizing negative human impact on our environment</i>.</p>	<ol style="list-style-type: none"> <li>1. The teacher will introduce students to things we as humans use that directly impact our Earth and climate; water, garbage, electricity, and car gas, otherwise known as things, that make up our “footprint” or the effects we have on our Earth. Students will survey their families and discover out of the four categories, which one their family uses the most of. Do they use too much electricity, water, or gas? Do they create too much garbage? Students will then be broken into groups based on their families answer. Each group will then be challenged to come up with three ways that their family can reduce that specific “footprint”. Students can make a poster of their plans to hang in their homes and share with their families. This can be done on a school level, rather than home.</li> <li>2. Introduce the read aloud <i>Not for me please! I choose to act green!</i> By: Maria Godsey. Ask students what they think the character means when he says he chooses to act green. Give time for turn and talk/class discussion.</li> </ol>

	<p>Read the story aloud. Create a chart of all the ways the child in the story was helping our Earth. Each student will then choose one way that they can help the Earth. They will then create a poster or pledge promising to help the Earth in that way.</p> <p>3. Discuss with students how landfills (where all of our trash goes) breaks down (decomposes) and adds methane gas (a greenhouse gas) to our atmosphere. As humans, we can help reduce the amount we add to landfills each year by “reusing” products for something new instead of throwing them away. The teacher will either bring in or have the class donate different recyclable materials such as boxes, bottle caps, water bottles, etc. Students will then “reuse” these materials to create something new for their classroom such as a flexible seat, a pencil holder, etc. The class will then share their created items with the class and the class will then discuss how by reusing these items for a new purpose, we are able to keep them out of landfills and reduce the amount of greenhouse gas we are creating.</p>
--	--

Content Area:	Social Studies	Grade(s) 1
Unit Plan Title:	Innovative Economists	
Unit Goal:	Money impacts households, communities, businesses, and governments in relation to want and needs.	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b></p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p> <p>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.</p> <p>6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</p> <p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p> <p>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p>		
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>Reading Standards for Informational Text:</b></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features 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.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>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.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic. RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.</p>		
<p><b>Writing Standards:</b></p> <p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>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.</p> <p>W.1.7 Participate in shared research and writing projects</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>		
<p><b>Career Ready Practices:</b></p> <p>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</p> <p>9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p>		

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).  
 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.  
 9.1.2.PB.2: Explain why an individual would choose to save money.  
 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.  
 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.  
 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.  
 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.  
 9.1.2.CAP.4: List the potential rewards and risks to starting a business

#### Enduring Understandings:

#### *Students will*

Identify and make decisions about the resources in the school and community where we acquire our needs and wants  
 Explain where products come from and define scarcity Define opportunity costs and give examples  
 Explain bartering and discuss the pros and cons  
 Know the difference among buyers, sellers, and producers and between goods and services  
 Explain the difference between a want and a need Explain how families satisfy needs and acquire wants

#### Essential Questions

- What is the difference between a want and a need?
- How do families satisfy needs and wants?
- What are the needs of our communities and what resources are available to meet those needs?
- How can we make good choices with limited resources and what are the consequences when needs are not met? (scarcity)
- What are the trade-offs in any decision (opportunity cost)?
- How do we obtain the goods and services that we need and/or want?
- What is money/bartering? Why do we need it?

#### Suggested Student Learning Activities/Assessments:

- Teacher observation/classroom discussion
- Role playing
- Work in groups or partners to cut out magazine photos to place on a t-chart of wants vs needs
- As a class, create a budget for a community project (ex. park) and give costs for students determine what materials fit the budget
- Give students a pretend salary and have them determine what they need to buy and if there is money left over to buy what they want
- Create different stores with a partner or group. Decide what products will be sold or what services will be given. Students will set price amounts. Use play money to have other students shop.
- Students can create an advertisement poster to showcase their skills and services

### Suggested Resources

- Read alouds
  - *Bunny Money* by Rosemary Wells
  - *Amelia Bedelia Means Business* by Herman Parish
  - *The Berenstein Bears' Trouble With Money* by Stan & Jan Berenstain
  - *The Berenstein Bears' Dollars and Sense* by Stan & Jan Berenstain
  - *Those Shoes* by Maribeth Boelts
  - *Alexander, Who Used to Be Rich Last Sunday* by Silver Burdett
  - *Little Critter: Just Saving My Money* by Mercer Mayer
  - *Lemonade in Winter: A Book About Two Kids Counting Money* by Emily Jenkins
  - *Give, Save, Spend With the Three Little Pigs* by Clint Greenleaf
  - *One Cent, Two Cents, Old Cent, New Cent: All About Money (Cat in the Hat's Learning Library)* by Bonnie Worth
  - *Curious George Saves His Pennies* by Margret & H.A. Reys
- Leveled Books (Reading A-Z)
  - [Brad Needs a Budget](#) (level M)
  - [Needs and Wants](#) (level F)
- NJ Department of Education Website [www.state.nj.us/education](http://www.state.nj.us/education)

### Vocabulary

- Budget
- Opportunity Cost
- Scarcity
- Want
- Need
- Trade
- Barter
- Buyer
- Seller
- Producer
- Service
- Goods
- Consumer
- Resource
- Economy
- Innovator
- Money



## Grade 1 Social Studies - Unit 3 Innovative Economists

### NJSLS- Social Studies

**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.

### Essential Questions

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?

### Instructional Best Practices

#### **District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Targets	Focus Lessons
<p>Explain the difference between a want and a need, and explain how families satisfy needs and acquire wants based on factors such as resource availability, cost, etc..</p>	<ol style="list-style-type: none"><li>1. Create an anchor chart with student's ideas of wants and needs (great introduction to the unit)</li><li>2. Work in groups or partners to cut out magazine photos to place on a t-chart of wants vs needs.</li><li>3. Compare the wants and needs of people in America and Africa</li><li>4. <a href="https://www.readworks.org/article/What-Can-I-Buy/5fac3cd5-8d04-4dc2-bafc-57095a5bd5b2#!articleTab:content/">Read Works - What Can I Buy?</a> <a href="https://www.readworks.org/article/What-Can-I-Buy/5fac3cd5-8d04-4dc2-bafc-57095a5bd5b2#!articleTab:content/">https://www.readworks.org/article/What-Can-I-Buy/5fac3cd5-8d04-4dc2-bafc-57095a5bd5b2#!articleTab:content/</a></li><li>5. Make a list at home of wants and needs specific to their family</li><li>6. Have students discuss at home with parents how their family satisfies their wants and needs.</li><li>7. Complete a flow chart; show that people work at jobs, they earn money, they spend the money on things they want and need.</li><li>8. Have students come up with a list of the items we need in our classroom and which classroom items are "wants".</li><li>9. Have students identify a job they would like to have to help them earn money to acquire the things they want and need.</li></ol>

Define opportunity cost and give examples in terms of wants and needs.

1. As a class, create a budget for a community project (ex. park) and give costs for students determine what materials fit the budget
  - a) Discuss how opportunity cost is reflected through their choices
2. Each student or groups of students are planning a vacation; they will have a budget and items/experiences to choose from. Students will need to spend their budget wisely, ensuring they use their budget for their needs first (shelter, food) and then can use the leftover budget for wants.
3. Students are able to go grocery shopping on a budget; students must use their budget wisely to purchase the things they need first and then with the leftover money they can purchase things they want.

<p>Identify and make decisions about the resources in the school and community where we acquire our needs and wants.</p>	<ol style="list-style-type: none"> <li>1. Review money skills using play money so students are aware of their value.</li> <li>2. Show students the progression of how you as a teacher obtain your wants and needs (ex. Go to school, get a job, obtain a salary, set a budget, get paid, determine what you are able to buy with your salary)</li> <li>3. Give students a pretend salary and have them determine what they need to buy and if there is money left over to buy what they want</li> </ol> <p>Example: Student budget: \$10.00 Food: \$2.00 Clothing: \$1.00 House: \$3.00</p> <p>A student's total is \$6.00 so they have \$4.00 to spend on wants. Give a list of wants with prices for students to decide what they can/want to buy. Another idea would be to create a class list of wants with values prior to independent activity.</p>
<p>Know the difference between buyers, sellers, and producers and between goods and services.</p>	<ol style="list-style-type: none"> <li>1. <a href="http://dragonsdencurriculum.blog_spot.com/2014/10/love-those-go-ods-and-services.html">http://dragonsdencurriculum.blog_spot.com/2014/10/love-those-go-ods-and-services.html</a> This link has lessons and anchor charts related to goods and services</li> <li>2. Create different stores with a partner or group. Decide what products will be sold or what services will be given. Students will set price amounts. Use play money to have other students shop. a. <a href="https://www.teacherspayteachers.com/Product/Economics-Marketplace-Freebie-2566726">Little Shops</a> <a href="https://www.teacherspayteachers.com/Product/Economics-Marketplace-Freebie-2566726">https://www.teacherspayteachers.com/Product/Economics-Marketplace-Freebie-2566726</a></li> <li>3. Create a Venn Diagram Labeled Goods and Services, have students cut pictures out of magazines and sort items/things as goods/services/both.</li> <li>4. Set up a class economy system for a week; define certain jobs in your classroom that students can complete to earn play money. Students can then use that money to buy goods or services in the classroom. <a href="https://jr.brainpop.com/socialstudies/economics/goodsandservices/">https://jr.brainpop.com/socialstudies/economics/goodsandservices/</a></li> </ol>

<p>Explain where products come from and define scarcity.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">How Plastic is Made</a></li> <li>2. <a href="#">How Legos are Made</a></li> <li>3. Discuss with students what scarcity means and how of natural resources in various countries, including Africa deal with scarcity.</li> </ol>
<p>Explain exchange of goods through bartering and discuss the pros and cons.</p>	<ol style="list-style-type: none"> <li>1. Define bartering</li> <li>2. Have students role play bartering with friends (ex. "I'm good at skateboarding and I can teach you if you show me how to ride a bike.")</li> <li>3. Students can create an advertisement poster to showcase their skills and services</li> <li>4. <a href="http://dragonsdencurriculum.blogspot.com/2014/10/love-those-goods-and-services.html">http://dragonsdencurriculum.blogspot.com/2014/10/love-those-goods-and-services.html</a> This link has lessons and anchor charts related to bartering</li> </ol>

Civics and Citizenship, Geography, People and the Environment  
Native Americans Communities, People, and Cultural Diversity  
Economics, Innovation, and Technology

## **Grade 2 Social Studies Scope and Sequence**

Unit	Months	Estimated Pacing
Unit 1: Civics, Government, and Human Rights	September- October	22 days
Unit 2: Geography, People and the Environment	October- December	25 days
Unit 3: History, Culture and Perspectives: Continuity and Change (multicultural holidays)	December- March	25 days Amistad
Unit 5: Economics, Innovation and Technology	March-June	20 days

# Grade Two Unit 1

## Civics, Government, and Human Rights

Grade 2 Social Studies - Unit 1 Civics, Government, and Human Rights
--

<b>NJSLS- Social Studies</b>
------------------------------

<p><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.</p>
--

<p><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.</p>
---

Content Area:	Social Studies	Grade(s) 2
Unit Plan Title:	Civics and Citizenship	
Unit Goal:	Students will be able to understand characteristics of a community, what citizenship means, and reasons for establishing laws and government.	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b></p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p> <p><b>New Jersey Student Learning Standards:</b></p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p><b>Reading Standards for Informational Text</b></p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram, showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiency with scaffolding as needed.</p> <p><b>Writing Standards:</b></p> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion).</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>		



W.2.7 Participate in shared research and writing projects.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question

Enduring Understandings:

*Students will*

- Compare and contrast rules in school, at home, and in our community and explain why there is a need to be responsible and follow the rules.
- Describe the different roles people play as citizens in their families, school, and community.
- Identify the Constitution's importance as both a historical and prevalent document.
- Relate why important national symbols and monuments are important in our national history.
- Describe ways that American citizens can participate in community and political life.

Essential Questions

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and communities for the common good?

How does the process of making laws, allow all members to have a voice in the decision making process?

Explain how and why rules should be fair, consistent, and respectful of the human rights of all people?

Suggested Student Learning Assessments:

- Electronic Presentations
- Create a classroom constitution
- Chart characteristics of a good citizen/student
- Identify and explain symbols of the United States
- Tell about the importance of government
- Explain the rights and responsibilities of US citizens
- Project Based Learning

Vocabulary

- government
- symbol
- community
- citizen

- responsibility
- rule
- law
- Constitution

#### Suggested Resources

- Books:
  - *We The Kids* by David Catron 7
  - *No David* by David Shannon
  - *The Crayon Box that Talked* by Shane DeRolph
  - *First Day Jitters* by Judith Dufour
  - *Miss Nelson is Missing* by Harry G. Allard Jr.
  - *Grace for President* by Kelly DiPucchio
- *Three Questions* by Jon J. Muth
- <https://www.icivics.org/>
- Reading A-Z Project Based Learning Packet: *Can I Vote?*
- *Who We are As Americans Websites*: <http://docsteach.org/>
- <http://www.loc.gov/teachers/>
- [http://www.nj.gov/state/historical/dos\\_his\\_nj350-video-archive.html](http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html)
- <http://www.smithsoniansource.org/>
- *Videos*: [www.youtube.com](http://www.youtube.com)
  - Family Education Series: Being a Good Citizen
  - Good Citizenship with Paul Revere 2nd Grade
  - The Constitution and Constitution Day: A Beginner's Guide
- [www.brainpopjr.com](http://www.brainpopjr.com)
  - Mayor, Governor, President
  - US Symbols
  - Martin Luther King Jr.

Targets	Suggested Lessons
<p>Local community and government leaders have roles and responsibilities to provide services for their community members.</p> <p>Rules for all to live by are a result of the actions of government, organizations, and individuals.</p> <p>The actions of individuals and government affect the decisions made for the common good.</p> <p>Certain character traits can help individuals become productive members of a community.</p>	<ol style="list-style-type: none"> <li>1. Students learn to identify attributes of good citizenship and ways they can contribute to the community.</li> <li>2. Students will view a picture of children in a community and identify ways that they are being good citizens.</li> <li>3. Use Pics4learning.com</li> <li>4. Students will identify ways they are good citizens and think of additional ways they can demonstrate good citizenship.</li> <li>5. Create Anchor Charts with characteristics of a good citizen/student</li> <li>6. Read and discuss The Three Questions</li> <li>7. Chart Civic Responsibility vs. Personal Responsibility</li> <li>8. Brainstorm ways to get involved in the community via current events and local events.</li> <li>9. Describe the different roles people play as citizens in their families, school and political life to help make the world a better place.</li> <li>10. Citizenship PowerPoint</li> </ol> <p><a href="https://drive.google.com/file/d/1Ilj1YbwIFCZPT4TZXsWIKcF1Nc75SNa3/view">https://drive.google.com/file/d/1Ilj1YbwIFCZPT4TZXsWIKcF1Nc75SNa3/view</a>  <a href="https://homeschool.rebeccareid.com/compare-contrast-tale-two-beasts/">https://homeschool.rebeccareid.com/compare-contrast-tale-two-beasts/</a></p>
<p>When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast rules in school, at home, and in our community and explain why there is a need to be responsible and follow the rules.</li> <li>2. Read Aloud NO DAVID Discuss rules and reasons for rules.</li> <li>3. Create a classroom constitution/ Mission Statement. Create a modern-day version of the</li> <li>4. Declaration of Independence.</li> <li>5. Make an Electronic/Video constitution or pictorial constitution.</li> <li>6. Write an opinion piece in which students supply reasons and support their opinion for a rule. Topics: Why are rules and laws needed? Why do we need School Rules: Rules/laws? Why do we need rules/laws in a community?</li> </ol>
<p>The democratic principles this country was founded upon guide the actions of local, state and national</p>	<ol style="list-style-type: none"> <li>1. Identify the Constitution's importance as both a historical and prevalent document.</li> </ol>

<p>government: 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.</p> <p>Describe how the actions of civil rights leaders served as a catalyst for social change.</p>	<ol style="list-style-type: none"> <li>2. Read: We the Kids</li> <li>3. Discuss why people of all ages need laws and rules.</li> <li>4. Students learn that individual rights must be balanced with the common good in order for the best interests of citizens in a community to be served.</li> <li>5. Read “The Recess Queen” Discuss Conflict resolution and how to treat people fairly.</li> <li>6. Define rights and responsibilities and how that led to the constitution</li> <li>7. Discuss Constitution Day-September 17</li> <li>8. Schoolhouse Rock the Preamble to the constitution.</li> <li>9. Students create a classroom constitution.</li> <li>10. Read: Grace for President- discuss civic leaders</li> <li>11. Duck for President</li> <li>12. Susan B Anthony Let's Vote</li> <li>13. What is I were President</li> <li>14. Compare and Contrast the 2 characters goals, character traits and actions by civil leaders.</li> <li>15. Branches of Government and how they interact to fairness and justice for human rights.</li> <li>16. Three Branches of the Government</li> </ol>
<p>Relate why important national symbols and monuments are important in our national history.</p>	<ol style="list-style-type: none"> <li>1. Students/Groups choose a symbol to research and/or create and explain its importance.</li> <li>2. Create a School Seal*</li> <li>3. Lessons on “Patriotic Symbols”</li> </ol> <p>Readworks.org  Freckle Education  BrainPOP Jr. (if available)  National Symbols (modify to meet NJ)</p> <ol style="list-style-type: none"> <li>4. American Symbols</li> <li>5. Virtually Visit our National Capital</li> </ol>

<p>Describe how the actions of civil rights leaders served as a catalyst for social change. MLK, Founding Fathers, Women in History</p>	<p>Amistad Lessons</p> <ol style="list-style-type: none"> <li>1. View: Kid President- Martin Luther King Jr. <a href="https://www.youtube.com/watch?v=4xXZhXTFWnE">https://www.youtube.com/watch?v=4xXZhXTFWnE</a></li> <li>2. Discuss the lives of Abraham Lincoln and Martin Luther King Jr.- Compare and Contrast contributions that shaped our values as a country.</li> <li>3. Women in History <a href="https://mrnussbaum.com/history/women-in-history">https://mrnussbaum.com/history/women-in-history</a></li> <li>4. What lessons are learned from these leaders about social change?</li> </ol>
<p>Place key historical events and people in historical eras using timelines.</p>	<p>Amistad Lessons: Select 3*</p> <ol style="list-style-type: none"> <li>1. Create a timeline of personal milestones. Students research a key historical figure and make a paper bag puppet of that figure. Include 3 note cards with timeline dates and facts OR students can create a poster to be displayed.</li> <li>2. List major historical events from Black History lessons and have students create a class timeline.</li> <li>3. Address Dr. King, Jr. using the January Scholastic News Issue, A Hero in the Family. The videos, text, game, and activities all supported evaluating the traits of a hero and linking how Dr. Martin Luther King Jr.'s character traits demonstrated these heroic/leadership skills. Students studied all traits and wrote how through one of these hero traits, Dr. King helped to make important changes in our country.</li> <li>4. Students will research and complete presentations of a famous New Jersey-born American. Children will choose from among the following choices: <ul style="list-style-type: none"> <li>○ Whitney Houston</li> <li>○ Dana Elaine Owens</li> </ul> </li> </ol>

	<p>(Queen Latifah)</p> <ul style="list-style-type: none"> <li>○ Paul Robeson</li> <li>○ William Still</li> </ul> <p>5. Read the book, The Patchwork Path.</p> <p><a href="https://www.youtube.com/watch?v=y4r-LEutmLk">https://www.youtube.com/watch?v=y4r-LEutmLk</a></p> <p>6. Listen to and discuss the Storyline online video “Catching the Moon”</p> <p><a href="https://storylineonline.net/books/catching-the-moon-the-story-of-a-young-girls-baseball-dream/">https://storylineonline.net/books/catching-the-moon-the-story-of-a-young-girls-baseball-dream/</a></p>
Recognize the names and contributions of major American presidents and inventors; Abe Lincoln, George Washington, Thomas Jefferson, Ben Franklin and Thomas Edison, George Washington Carver, Rosa Parks, Famous African Americans & Women in History and Science.	<ol style="list-style-type: none"> <li>1. Research different leaders, dress up/role play as those leaders and share your knowledge of that leader.</li> <li>2. Read biographies of important leaders and contributors to society.</li> </ol>

# Unit 2

## Geography, People and the Environment

<b>Grade 2 Social Studies - Unit 2 Geography, People, and the Environment</b>
---

<b>NJSLS- Social Studies</b>
------------------------------

<p><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.</p>
--

<p><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.</p>
---

Content Area:	Social Studies	Grade(s) 2
Unit Plan Title:	Geography, People, and the Environment	
Unit Goal:	Maps and globes are the tools that we use to find where places are in the world and allow us to identify landforms and bodies of water.	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b> 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>New Jersey Student Learning Standards:</b> <b>Reading Standards for Informational Text</b> RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p><b>Writing Standards:</b> W.2.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words to connect opinion and reasons, and provide a conclusion. W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. W.2.7 Participate in shared research and writing projects. W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p>		
Enduring Understandings:		



**Students will**

- Compare and contrast information that can be found on different types of maps and determine how the information might be useful.
- Locate visual representation of global address: community, state, country, continent and world.
- Describe and identify characteristics of continents, landforms and bodies of water.
- Identify the difference between a map and a globe.
- Identify cardinal and intermediate directions

**Essential Questions**

How does physical geography, human geography, and human environments interact to influence or determine the development of cultures, societies, and nations?

How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**Suggested Student Learning Assessments:**

- Electronic Presentations
- Write about how people use land and water in your community.
- Create an Environmental Campaign Poster on an opinion piece about the biggest environmental problem you see in your community.
- Identify landforms in your state from a Map.
- Create a graph or chart of climates around the country and analyze the data.
- Develop a plan to use resources in the school more wisely
- Teacher observation / discussion
- Describe/present the use of geographic tools

**Suggested Learning Activities**

- Current Event activities where students make connections to their local community
- Reflective journal of lessons and ideas
- Group discussions
- Projects: diorama, mobile, poster, book, brochure, etc.
- Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models.
- Describe where places are in relation to each other and describe connections among places.
- Distinguish human activities and human-made features from —environments (natural events or physical features— land, air, and water—that are not directly made by humans).
- Describe how his/her actions affect the environment of the community
- Describe how the environment of the community affects human activities.
- Describe how human activities alter places in a community.

**Vocabulary**

- compass rose

- political map
- physical map
- equator
- Prime Meridian
- North Pole
- South Pole
- globe
- map key
- symbol
- cardinal directions
- landform
- continent

### Suggested Resources

- Books:
  - Me on the Map
  - There's A Map on my Lap!
  - Reading A-Z Projectable book: *Mighty Mississippi*
  - Reading A-Z Projectable book: *Raven & the Flood* folktale
- Websites:
  - <http://docsteach.org/>
  - <http://www.loc.gov/teachers/>
  - [http://www.nj.gov/state/historical/dos\\_his\\_nj350-video-archive.html](http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html)
  - <http://www.smithsoniansource.org/>
- Videos: [www.youtube.com](http://www.youtube.com)
  - Sesame Street - Map Song
  - 321 Contact: Arctic/Antarctic
  - Exploring Landforms and Bodies of Water for Kids: Free School Video
  - There's a Map on My Lap! - <http://viewpure.com/NazvXwWumaQ?start=0&end=0>
  - Me on the Map- <http://viewpure.com/b0cjSXC2rHE?start=0&end=0>

Targets	Suggested Lessons
<p>A map is a symbolic representation of selected characteristics of a place.</p> <p>Physical and human characteristics affect where people live and settle.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast information that can be found on different types of maps and determine how the information might be useful.</li> <li>2. Introduction to maps- Read Me on the Map  <a href="https://www.education.com/lesson-plan/mapping-my-world/">https://www.education.com/lesson-plan/mapping-my-world/</a>  <a href="http://www.viewpure.com/b0cjSXC2rHE?start=0&amp;end=0">http://www.viewpure.com/b0cjSXC2rHE?start=0&amp;end=0</a></li> <li>3. Chart features of things found on maps</li> <li>4. Map key and scale</li> <li>5. Equator and Prime Meridian</li> </ol> <p><a href="http://www.viewpure.com/NazvXwWumaQ?start=0&amp;end=0">http://www.viewpure.com/NazvXwWumaQ?start=0&amp;end=0</a></p>
<p>Identify cardinal and intermediate directions.</p>	<ol style="list-style-type: none"> <li>1. Explore cardinal directions in the classroom with a compass.</li> <li>2. Create a compass rose</li> <li>3. Give students cardinal directions to follow to find objects in the room.</li> </ol>
<p>Locate visual representation of global addresses: community, state, country, continent and world.</p>	<ol style="list-style-type: none"> <li>1. Create a flip book or visual to represent space and place for relevance.</li> </ol>
<p>Geographic data can be used to identify cultural and environmental characteristics of places.</p>	<ol style="list-style-type: none"> <li>1. Describe and identify characteristics of continents, landforms and bodies of water.</li> <li>2. Research and create landforms, continents, bodies of water.</li> <li>3. Explain how jobs and industry were developed based on natural resources, landforms and geography.</li> </ol>
<p>Environmental characteristics influence the how and where people live.</p>	<ol style="list-style-type: none"> <li>1. Recognize urban, rural and suburban communities.</li> <li>2. Read The Little House</li> <li>3. Discuss how communities change over time: why and how?</li> <li>4. Chart characteristics of different communities.</li> <li>5. Create a pen pal letter describing the type of community you live in.</li> </ol>

	<p>6. Create a riddle about your community and share with readers to determine based on the geographical information, the community.</p> <p>7. Give students different pen-pal letters created either by a resource or by teacher.</p> <p>8. Sort pictures of different types of communities. Pics4kids.org</p> <p><a href="https://www.education.com/lesson-plan/urban-suburban-or-rural/">https://www.education.com/lesson-plan/urban-suburban-or-rural/</a></p>
Climate Change: Human interaction has effects on climate.	<p><a href="https://climatekids.nasa.gov/climate-change-meaning/">https://climatekids.nasa.gov/climate-change-meaning/</a></p>
Veterans Day Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	<p><a href="http://www.apples4theteacher.com/holidays/veterans-day/poems-rhymes/">http://www.apples4theteacher.com/holidays/veterans-day/poems-rhymes/</a></p> <p><a href="http://www.viewpure.com/c-qxrCRfcS4?start=0&amp;end=0">http://www.viewpure.com/c-qxrCRfcS4?start=0&amp;end=0</a></p> <p><a href="http://www.viewpure.com/GcH3voFICsg?start=0&amp;end=0">http://www.viewpure.com/GcH3voFICsg?start=0&amp;end=0</a></p>

## Unit 3

# History, Culture, and Perspectives

<b>Grade 2 Social Studies - Unit 2 Geography, People, and the Environment</b>
<b>NJSLS- Social Studies</b>
<p><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.</p> <p><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.</p>

Content Area:	Social Studies	Grade(s) 2
Unit Plan Title:	History, Culture, and Perspective	
Unit Goal:	To study multiple perspectives and cultures	
	Standard(s) Number and Description (Established Goals)	
<p>Standards:</p> <p>6.1.2. HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>6.1.2.HistorySE.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).</p> <p>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p>New Jersey Student Learning Standards:</p> <p>Reading Standards for Informational Text</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>Writing Standards:</p> <p>W.2.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p>		

## Enduring Understandings:

### Essential Questions

- What important contributions, daily life skills, and natural resources used by (native Americans) continue to affect our lives today?
- How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

### Suggested Student Learning Assessments:

- Interactive Notebook
- Electronic Presentations
- Project Based Learning
- Performance Assessments
- P3 model : Purpose, Play and Passion
- Design a totem pole using character symbols representative of who you are as a person or to symbolize your family and culture.
- Teacher observations
- Group discussion
- Turn and talk to a partner
- Science/Social Studies Journal
- Exit Tickets

### Suggested Learning Activities

- Current Event activities where students make connections to their local community
- Reflective journal of lessons and ideas
- Group discussions
- Projects: diorama, mobile, poster, book, brochure, etc.
- Understand the concept of a timeline

### Suggested Resources:

#### Diversity Read Alouds for Cultural Learning:

The Proudest Blue

The Name Jar

Hair Love

Grace For President

Flat Stanley Series of Adventures (cultural perspective)

Magic Tree House Series

Seesaw lessons Unit 3 grade 2

Amistad- Tar Beach, The Story of Ruby Bridges, Coming Home Soon  
The Other Side by Jacqueline Woodson  
Everybody Cooks Rice  
A Chair for My Mother by Vera B. Williams  
Gordon Parks- How the Photographer captured Black and White America  
SEL Read Alouds:  
The Crayon Box that Talked (SEL)  
Making Friends is an Art (SEL)  
Nugget and Fang (Stereotyping SEL)  
Additional Read Alouds  
Dear Mr. Washington  
One Day  
Poet: The Remarkable Story of George Moses Horton  
A Tale of Two Beasts  
The True Story of the Big Bad Wolf and The Three Little Pigs



Targets	Suggested Lessons
<p>The Lenni Lenape Indians were the first people to inhabit North America.</p> <p>Understand that the past help to make sense of the present.</p>	<p>Thanksgiving Reader's Theater Scholastic News</p>
<p>Lenape came to America by a strip of land that connected Asia to Alaska, which no longer exists. The nature of history involves stories of the past preserved in a variety of sources. (Legends &amp; Folktales) Historical timelines put events in chronological order to help people understand the past.</p>	<ol style="list-style-type: none"> <li>1. Read How Many Days to America?</li> <li>2. Discuss pilgrim immigration.</li> <li>3. Relationships with Lenape.</li> <li>4. Cultural acceptance.</li> </ol>
<p>Recognize that people have different perspectives based on their beliefs, values, tradition, culture, and experiences.</p>	<ol style="list-style-type: none"> <li>1. Invite students to research culture via home and share their family's culture.</li> <li>2. Students can create a family shield.</li> <li>3. Read Gordon Parks-How the Photographer captured Black and White America</li> <li>4. Have students capture and discuss images on iPads of photographs taken in both color and gray scale. Examine how they display cultural acceptance and blending. <a href="http://Pics4kids.org">Pics4kids.org</a></li> <li>5. Read: Everybody Cooks Rice</li> <li>6. Define: culture and use lessons from <a href="http://education.com">education.com</a> for Everybody Cooks Rice</li> </ol>
<p>Explain that culture is a way of life of a group of people who share similar beliefs and customs locally and globally?</p>	<ol style="list-style-type: none"> <li>1. Choose a culture from around the world to research.</li> <li>2. Presentations can include map, cultural highlights, illustrations, traditions.</li> <li>3. Class can chart similarities and differences in cultures.</li> </ol>

<p>Two or more individuals can have a different understanding of the same event. Respecting and understanding the views of others help one learn about various perspectives, thoughts, and cultures.</p>	<p>1. Comparison and Contrast of “The Three Little Pigs” and “The True Story of the Big Bad Wolf”</p>
<p>Identify stereotyping, bias, prejudice, discrimination and unfairness in their lives and communities.</p> <p>Amistad Lessons</p>	<ol style="list-style-type: none"> <li>1. Lesson to facilitate acceptance and tolerance</li> <li>2. Read: Poet: The Remarkable Story of George Moses Horton</li> <li>3. Read: The Crayon Box that Talked</li> <li>4. Read: “Making Friends is an Art.” SEL</li> <li>5. Read: Nugget and Fang to discuss Stereotyping and bias.</li> <li>6. Teaching Tolerance: One Heart One World- <a href="https://www.learningforjustice.org/classroom-resources/lessons/every-family-is-the-same-every-family-is-different">https://www.learningforjustice.org/classroom-resources/lessons/every-family-is-the-same-every-family-is-different</a></li> <li>7. Study the contributions of African American Leaders to great a culture of justice, fairness and human rights. How have these leaders used their voices, and actions to enact a positive cultural change?</li> </ol>
<p>The nature of History involves stories of the past preserved in a variety of sources.</p> <p>Historians create arguments outline ideas or explanations based on evidence.</p>	<p>How did our state change over time? Nation? World? Make evidence-based arguments about how and why communities change over time.</p>

# Grade Two

## Unit 4

### Economics, Innovation, and Technology: National and Global

Grade 2 Social Studies - Unit 2 Geography, People, and the Environment
--

<b>NJSLS- Social Studies</b>
------------------------------

<p><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.</p>
--

<p><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.</p>
---

Content Area:	Social Studies	Grade(s) 2
Unit Plan Title:	Economics, Innovation, and Technology	
Unit Goal:	People around the world depend on each other through doing work, which earns employee’s money and contributes to society.	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b></p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. Limited resources influence choices.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community</p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p> <p>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.</p> <p>6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide</p> <p>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p> <p><b>New Jersey Student Learning Standards:</b></p> <p><b>Reading Standards for Informational Text</b></p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images contribute to and clarify a text.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Writing Standards:</b></p> <p>W.2.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use</p>		

linking words to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.7 Participate in shared research and writing projects.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question

#### Enduring Understandings:

##### *Students will*

- Understand the differences between a need and a want.
- Understand how to make good financial choices.
- Understand why people produce and consume goods.
- Understand about services in our community.
- Understand how trade helps us get the things we need.
- Understand why people save money.

##### Essential Questions

- What is the difference between needs and wants?
- What would happen if people stopped providing goods and services for us?
- What are the roles of consumers and producers?
- Who is more important in our economy, the producers or consumers?
- What is the purpose/role of money and savings?
- How do people use natural resources?
- Why is it important to save natural resources?
- How do natural resources, the climate, and region affect people's daily activities?

##### Suggested Student Learning Assessments:

- Electronic Presentations
- Project Based Learning (See Resources)
- Teacher Observations and Student Participation Assessments
- Teacher observation/classroom discussion
- Make a picture book to show people how supply goods and services to meet supply and demand, why people make choices because of limited resources, to show trade between the United States and other nations, the personal cost and benefits of spending and saving.

\*Lesson 14 – Click Clack Moo

**\*Brain Pop Jr – Needs and Wants; Goods and services**

**Suggested Learning Activities**

- Group discussions
- Projects: diorama, mobile, poster, book, brochure, etc.
- Create Flashcards
- Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.
- Describe the resources used to produce goods and provide services in the local community.
- Describe the role of banks, saving, and borrowing in the economy.
- Describe the goods and services that people in the local community produce and those that are produced in other communities.
- Identify goods and services that government provides; explore the concept of taxes.

**Vocabulary**

economy (from the Latin- manage your household)

consumer

producer

community

trade

barter

financial decisions

scarcity

savings

spending

earning

investing

donating

**Suggested Resources**

**Books:**

- Reading A-Z *Rainy Day Savings* Leveled Book/Projectable
- *Alexander Who Used to Be Rich Last Sunday* by Judith Viorst
- *Click, Clack, Moo* by Doreen Cronin
- The Little House- Transportation

**Websites:**

- [http://www.nj.gov/state/historical/dos\\_his\\_nj350-video-archive.html](http://www.nj.gov/state/historical/dos_his_nj350-video-archive.html)
- <http://www.smithsoniansource.org/>

**Videos:** [www.youtube.com](http://www.youtube.com)

- Then and Now- Progress of Transportation Steam trains, planes and cars
- Kids React To: Rotary Phone
- Kids React To: Typewriter

Targets	Suggested Lessons
<p>Identify various natural resources. Explain how natural resources are used.</p>	<ol style="list-style-type: none"> <li>1. Video on Natural Resources- <a href="https://www.youtube.com/watch?v=Qw6uXh9yM54">https://www.youtube.com/watch?v=Qw6uXh9yM54</a> - Web Site on Natural Resources- Create a list of natural resources and how they are used</li> <li>2. Common Ground- The water, earth, and air we share- Partial Reading <a href="https://www.youtube.com/watch?v=NQRVv-cv8Qo">https://www.youtube.com/watch?v=NQRVv-cv8Qo</a> -Discuss</li> <li>3. Students choose a natural resource and create a poster on how it is used by humans</li> </ol>
<p>Understand the differences between a need and a want.</p>	<ol style="list-style-type: none"> <li>1. Identify needs and wants</li> <li>2. Identify the difference in both.</li> <li>3. Conclude how these affect decisions and economics.</li> <li>4. Needs vs Wants:</li> </ol> <p><a href="https://www.learningforjustice.org/classroom-resources/lessons/wants-versus-needs">https://www.learningforjustice.org/classroom-resources/lessons/wants-versus-needs</a></p> <p><a href="https://www.ecoliteracy.org/sites/default/files/CEL-Needs-Wants-Activity.pdf">https://www.ecoliteracy.org/sites/default/files/CEL-Needs-Wants-Activity.pdf</a></p>

Understand how to make good financial choices.	<p>Read Click, Clack Moo and discuss costs of labor and products and discuss the farmer's economic loss when the animals are on strike.</p> <p>2. Play games: "Monopoly" and "Life".</p> <p>3. Create a business that would benefit a charity/endangered species/habitat or just the community.</p> <p>4. Reading A to Z- Rainy Day Savings *Classroom economics where students have to buy, spend, or save</p> <p>5. Text: Queen of the Diamond</p> <p>6. Lesson about spending and saving</p> <p>Money Smart Children-  <a href="https://www.learningtogive.org/units/money-smart-children">https://www.learningtogive.org/units/money-smart-children</a></p>
Understand why people produce and consume goods and services.	<ol style="list-style-type: none"> <li>1. Use magazines/catalogs to make collages of items imported and exported to and from other countries</li> <li>2. Set up a classroom economy. Decide on an economic issue that impacts students directly (toy prices etc.).</li> <li>3. Set up and implement a group initiative to raise money for children who could not obtain this item.</li> <li>4. Discuss produce grown in NJ and the effects a drought has on farming-include evidence to support your conclusion such as a chart showing rainfall over a period of time</li> <li>5. Identify various occupations and how work and employment impacts your community.</li> <li>6. Read/Watch The Big Buck Adventure and discuss.  <a href="https://www.youtube.com/watch?v=eu89dmSMx9Q">https://www.youtube.com/watch?v=eu89dmSMx9Q</a></li> </ol>
Examine the concept of scarcity	<p><a href="https://www.econedlink.org/resources/the-mitten/">https://www.econedlink.org/resources/the-mitten/</a></p> <p><a href="https://www.econedlink.org/resources/toys-for-me-a-lesson-on-choice/">https://www.econedlink.org/resources/toys-for-me-a-lesson-on-choice/</a></p>



Understand why people save money

<https://www.learningtogive.org/units/money-smart-children/spend-save-invest-or-donate>

1. Read aloud “Sam and the Lucky Money.” Explain culture and financial decisions.
2. Create a classroom store and have students save money they earn for items in a classroom store.