

Englewood on the Palisades Charter School
First Grade Social Studies Curriculum
Aligned With the 2020 New Jersey Student Learning
Standards

The Vision for Social Studies Education in New Jersey

Introduction

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people
- around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008). Each disciplinary practice below is accompanied by sample performance expectations that illustrate each of the practices.

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- 6.1.2.HistorySE.3: Use historical data from a variety of sources to *investigate the development of a local community* (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoPP.5: Describe *how the migration and settlement patterns of Native American groups impacted different regions* of the Western Hemisphere.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- 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.
- 6.1.5.GeoGI.1: *Use multiple sources* to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- 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.
- 6.1.5.HistorySE.1: Examine *multiple accounts* of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based

on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- 6.1.2.CivicsPR.2: *Cite evidence* that explains why rules and laws in school and communities are needed.
- 6.1.5.GeoHE.2: *Cite examples* of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- 6.1.2.HistoryCA.1: *Make an evidence-based argument* about how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.HistoryCA.1: *Craft an argument*, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- 6.1.2.CivicsPD.1: *Engage in discussions* effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.3.5.GeoGI.1: Use technology to *collaborate with others who have different perspectives* to examine global issues, including climate change and propose possible solutions.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

- 6.3.2.CivicsPD.1: With adult guidance and support, *bring awareness of a local issue to school and/or community members* and make recommendations for change.

- 6.3.5.CivicsPD.3: *Propose a solution* to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:

- Interdisciplinary connections (N.J.A.C. 6A:8-1.1)
- 21st century themes and skills (N.J.A.C. 6A:8-1.1)*
- Holocaust and genocides (N.J.S.A. 18A:35-28)*
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- Asian American, Pacific Islander history and contributions (N.J.S.A. 18A:35-4.44)

Elementary Social Studies Requirements

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

High School Requirements

- At least 15 credits in social studies (N.J.A.C. 6A:8-5.1)
- Integration of civics, economics, geography and global content in all course offerings* (N.J.A.C. 6A:8-5.1)
- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two years of US History in high schools including history of New Jersey and of African-Americans (N.J.S.A. 18A:35-1)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

*Already integrated into existing New Jersey Student Learning Standards

Social Studies Curriculum First Grade

Unit	Time
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Unit 1: Together We Thrive: Exploring Rules, Rights, and Community Responsibilities	25-30 Lessons (Sept-Nov)
Unit 2: Celebrating America: Exploring History, Traditions, and Symbols	25-30 Lessons (Dec-Feb)
Unit 3: Mapping Our World: Geography, People, and the Environment	25-30 Lessons (Mar-April)
Unit 4: The Power of Choice: Economics, Innovation, and Technology	25-30 Lessons (May-June)

Unit 1: Together We Thrive: Exploring Rules, Rights, and Community Responsibilities
Duration: 25 - 30 days (September - November)
Unit Overview: In this unit, students will learn about the importance of rules, laws, and the role of government in maintaining a harmonious and productive community. They will explore the rights and responsibilities of citizens, how leaders are chosen, and how taxes help fund essential services. Students will also understand the significance of voting and working together to make neighborhoods great places to live. This unit aims to foster a deeper understanding of civics, government, and human rights while encouraging students to appreciate the importance of contributing to the well-being of their community.
Enduring Understandings: • Rules help maintain harmony and civility within a community. • Citizens actively contribute to the safety and well-being of their community. • Leaders guide communities and make decisions for the common good. • Voting is a vital right that empowers individuals to influence decisions that affect them.
Essential Questions: • Who makes rules and laws, and why are they important to follow? • How do citizens work together to keep their community safe and healthy? • Why is voting an essential right for individuals?
Student Learning Outcomes: By the end of the unit, students will be able to: • Recognize the importance of rules in maintaining peace and order. • Understand the voting process and why it is an essential right. • Explain how citizens work together to support each other and improve their environment.

Social Studies
• 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders. • 6.1.2.CivicsPI.2: Investigate the importance of services provided by local government to meet the needs of the community. • 6.1.2.CivicsPI.3: Explain how individuals collaborate with different levels of government to create rules. • 6.1.2.CivicsPI.4: Understand that everyone, not just official leaders, plays an important role in a community. • 6.1.2.CivicsPI.6: Understand the function of government. • 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence showing the necessity of rules and laws in communities.
Interdisciplinary Standards
English Language Arts: • RL.CR.1.1: Ask and answer questions about key details in a literary text. • RI.CR.1.1: Ask and answer questions about key details in an informational text. • W.IW.1.2: Write informative/explanatory texts to examine a topic and convey ideas. • SL.PI.1.4: Describe people, places, things, and events with relevant details, expressing ideas clearly.
21st Century Themes and Skills
Computer Science and Design Thinking • 8.1.2.NI.2: Understand how the Internet enables global connection. • 8.1.2.IC.1: Compare life before and after the implementation of new computing technologies.

Targets	Focus Lessons	Resources
Compare and contrast today's schools around the world with long ago	1. Show/discuss photos of classrooms around the world. 2. Draw a mural/diagram comparing a U.S. school with another country. 3. Shared writing: Why school is important today. 4. Create a timeline of Howell showing community changes. 5. Tour the Old Ardena School House.	Texts: - <i>Off to Class</i> - <i>School Around the World</i> Link - <i>School Days Around the World</i>
Explain how good citizens follow the rules and participate in communities	1. Role play games without rules to illustrate chaos. 2. Create or revise a class rules contract. 3. Identify classroom/society rules and their purpose.	Videos: - <i>The Duties of a Good Citizen</i> - <i>Lesson Plan on Schoology</i>

	4. Compare rules at home and school. 5. Discuss traits of a good citizen. 6. Complete “What is a Good Citizen?” activity. 7. Research community helpers. 8. Sort good vs. not good citizen actions. 9. Stand in the room activity to show understanding of citizenship actions.	
Explain the role of the President, Governor, and government branches	1. Watch a video comparing the President, Governor, and school structure. 2. Role play (King, President, Governor, citizens). 3. List leadership traits. 4. Review eligibility requirements; mock class election. 5. Imagine being President: Which rules to keep/change?	<i>Resources:</i> - <i>How to Be President</i> - <i>Brainpop Jr. Video</i> - <i>3 Branches Rap</i> - <i>Community Leader Jobs</i> - <i>Branches of Government Flipbook</i> - <i>Mystery History</i> - <i>School House Rock - Branches</i> - <i>Slides – Government Leaders</i>
Identify actions of presidents and important historical figures that created change	1. Write a letter to a historical figure. 2. Compare Lincoln and Washington with a Venn diagram. 3. Group research project on a historical figure. 4. Mock school-level policy change process.	<i>Resources:</i> - <i>ReadWorks - Presidents</i> - <i>Kid President - Creating Change</i> - <i>Remarkable Presidents and Their Contributions</i>
Identify and study prominent Black historical figures and their impact	1. Analyze MLK's "I Have a Dream" speech; create personal dreams. 2. Discuss character traits of figures like Rosa Parks, MLK, and Ruby Bridges. 3. Study their actions and impacts. 4. Re-enact historical situations. 5. Study and draw Harriet Tubman; write about bravery.	<i>Texts/Resources:</i> - <i>Ruby Bridges Flipbook</i> - <i>“I Have a Dream” Template</i> - <i>The Youngest Marcher Book</i> - <i>Jesse Owens BHM</i> - <i>Rosa Parks Readers</i>

Assessments

Formative Assessment

- Observation during activities and group discussions.
- Participation in classroom rule-making and voting exercises.
- 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
- Make a Venn Diagram comparing Lincoln and Washington
- Exit slips to check understanding.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

Alternate Assessment

- Activities such as written assignments and participation in group discussions will accommodate various learners' needs.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

• Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers • Guided notes and/or scaffold outline for written assignments • Provide students with English Learner leveled readers • Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and • Descriptor Name Charts • Allow extra time to complete assignments or tests • Guided notes and/or scaffold outline for written assignments	• Organize integrated problem-solving simulations • Propose interest-based extension activities • Expose students to beyond level texts
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Unit 2: Celebrating America: Exploring History, Traditions, and Symbols

Duration:

25 - 30 days (December-February)

Unit Overview:

In this topic, students will explore the shared customs, traditions, and history that unite Americans, as well as the diverse elements that make up the country’s population. They will discover national holidays and the people and events celebrated on these special days. Additionally, students will learn about key symbols of the United States, including the flag and national anthem, and the historical significance behind them. This unit invites students to explore the richness of American culture, traditions, and history through an engaging, hands-on approach that fosters respect for diversity and historical significance.

Enduring Understandings:

- Understanding the past helps us make sense of the present.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

Essential Questions:

- How does learning about the past help us understand why things happened and how they have stayed the same or changed over time? How can it help us make good choices today?
- How can learning about different people, beliefs, and cultures help us understand the world and make fair choices for everyone?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Students will explain American history, traditions, symbols, holidays, and cultural diversity.
- Students will explore how national symbols, holidays, and people contribute to the story of America.
- Students will recognize the role of historical individuals in advocating for the rights of all people.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Interdisciplinary Standards

English Language Arts:

- **RL.CR.1.1:** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1:** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2:** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2:** Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **W.IW.1.2:** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

21st Century Themes and Skills

Career Readiness:

- **9.4.2.IML.3:** Use a variety of sources, including multimedia sources, to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.

Technology Standards:

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.

Social Studies Planning Chart

Targets	Focus Lessons	Suggested Resources
Identify major American symbols and holidays and explain their significance.	1. "I Pledge Allegiance"- Activity: Create a "Flag and Anthem" collage- 2. Discuss national holidays like President's Day and MLK Day- Activity: Timeline of U.S. holidays	American flags, Pledge printouts, construction paper, markers, holiday books, printouts, chart paper, crayons
Identify major American symbols and holidays and their significance	1. Identify and discuss current national holidays. 2. Introduce American symbols and their meanings. 3. Create a class book of personal symbols. 4. Create group poster presentations on symbols.	<i>Resources:</i> - <i>Interactive Symbols Game</i> - <i>Brainpop Jr. – US Symbols</i> - <i>The Bald Eagle: An American Symbol</i> - <i>Reading A-Z – American Symbols</i>
Describe American folklore and identify historical figures who contributed to our culture.	1. "Heroes and Traditions"- Activity: Read and discuss stories like <i>Anansi the Spider</i>	Storybooks, projector, chart paper
Recognize the diversity of American culture and family traditions.	1. "The Melting Pot"- Activity: Compare cultural traditions using videos. 2. "Traditions We Share"- Activity: Class mural of family traditions	YouTube videos, chart paper, markers, drawing paper, worksheets
Compare and contrast schools today with those from the past and in other parts of the world.	1. View and discuss classroom photos- Activity: Draw mural/diagram comparing schools. 2. Writing: Why school is important- Activity: Community timeline	<i>Texts:</i> Off to Class, School Around the World, School Days Around the World Photo link: https://9gag.com/gag/aq2YWxR

	3.Possible trip to a community site.	
Explain how good citizens follow rules and contribute to their communities.	1.Role play: Games without rules- 2.Activity: Create new class rules- Compare rules at home and school- Sort and discuss good citizen behaviors	<i>Videos:</i> Duties of a Good Citizen<i>Lesson Plan:</i> What is a Good Citizen?<i>Activities:</i> Schoology resources, group discussions
Understand the roles of government leaders and branches of government.	1.Video: President, Governor, and 3 branches. 2.Role play: King, President, Governor- List leadership traits- Mock class election	<i>Resources:</i> How to Be President, Brainpop Jr., 3 Branches Rap, Community Leader Jobs, Flipbook, School House Rock, Google Slides
Identify actions of Presidents and influential figures that have created change.	1.Write a letter to a historical figure- Compare: Lincoln vs. Washington. 2.Group research and presentations- Propose school change (mock process)	<i>Texts:</i> ReadWorks – Presidents<i>Videos:</i> Kid President<i>Books:</i> Remarkable Presidents and Their Contributions
Recognize and analyze the contributions of prominent Black figures in American history.	1.Study MLK’s "I Have a Dream" speech. 2.Identify character traits of civil rights leaders- Re-enact scenarios from history- Simulation on segregation	<i>Books:</i> Jesse Owens, Rosa Parks Readers, Ruby Bridges Flip Book, The Youngest Marcher<i>Template:</i> I Have a Dream worksheet
Understand and celebrate Black culture through literature, music, and studies of important Black figures in history.	1. Read Hair Love 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.	Hair Love- Book Hair Love- Short Not Quite Snow White The Other Side

	2. Read Not Quite Snow White 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. 3. Read The Colors of Us or Chocolate Me. 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.	Donut Template- Lesson 2 Chocolate Me The Color of Us Video- The Color of Me Portraits and Sentence Stems for Lesson 3 Lesson 3 Details
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: (see Schoology resources entitled 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	<i>The Problem of the Hot World</i> By: Pam Bonsper <i>The Lorax</i> By: Dr Seuss The Lorax Read Aloud <i>The Fog</i> By: Kyo Maclear <i>Why Should I Recycle?</i> By: Jen Green and Mike Gordon

	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. 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 or 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	
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	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?	
Generate authentic questions about climate change and create plans for minimizing negative human impact on our environment.	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' answers. 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. 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. Read the story aloud. Create a chart of all the ways the child in the story was helping our Earth. Each student will	<i>Not for me please! I choose to act green!</i> By: Maria Godsey <i>My Friend Earth</i> By: Patricia Maclachlan <i>Kate Who Tamed the Wind</i> By: Liz Garton Scanlon

	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. 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.	
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Assessments

Formative Assessment

- Class discussions
- Write a letter to a historical figure about how they are celebrated today
- 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
- Have students work in groups to create a poster teaching the class about an American symbol.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

Alternate Assessment

- Activities such as written assignments and participation in group discussions will accommodate various learners' needs.

Modifications/Accommodations**Support/Accommodations for Students with IEPs**

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

Unit 3: Mapping Our World: Geography, People, and the Environment

Duration:

25 - 30 days (March-April)

Unit Overview:

In this unit, students will embark on an exciting journey to explore maps, globes, and the various features of the land that make up our world. They will learn to identify different locations and understand how people, resources, and the environment are interconnected. From mountains to valleys, rivers to oceans, students will discover how geography shapes where and how we live. They will explore different landforms and climates, how resources are used, and why it's important to protect the environment. By the end of the unit, students will have a deeper understanding of the world around them and how their actions can help preserve it. This unit will provide students with a hands-on and interactive exploration of how geography shapes our world, while also instilling a sense of responsibility towards the environment. Through a combination of map-reading, model-building, and environmental awareness, students will develop both a broad and deep understanding of the world around them.

Enduring Understandings:

- A map is a symbolic representation of a place, showing key physical features.
- Geographic data provides valuable insights into cultural and environmental characteristics of different regions.
- Environmental factors play a significant role in determining where and how people live.

Essential Questions:

- How can we use maps and globes to locate places and identify features of the Earth?
- What information can we learn from maps and globes about the world around us?
- Why is it important to understand the environment and how it affects where we live?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Be able to identify and interpret key features on maps and globes.
- Understand how different landforms (mountains, plains, valleys) and bodies of water (oceans, rivers) shape our world.
- Recognize the importance of natural resources and the ways people use and conserve them.
- Develop an awareness of environmental issues and how people are connected to their surroundings.

New Jersey Student Learning Standards (NJSLS)**Social Studies**

- **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 specific purposes (e.g., route from home to school).
- **6.1.2.Geo.SV.3:** Identify properties of various maps and globes (e.g., title, scale, symbols).
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move.
- **6.1.2.Geo.GI.2:** Use technology to explore cultural and physical features of regions.
- **6.3.2.Geo.GI.1:** Investigate global issues (e.g., climate change) and its regional impact.

Interdisciplinary Standards**English Language Arts:**

- **RI.CR.1.1:** Ask and answer questions about key details in an informational text.
- **W.IW.1.2:** Write informative texts to convey ideas and information about a topic.
- **SL.II.1.2:** Ask and answer questions about key details from oral presentations and readings.

21st Century Themes and Skills**Life Literacies & Key Skills:**

- **9.4.2.IML.3:** Use multimedia sources to find information about global issues such as climate change.

Targets	Focus Lessons	Resources
Use geographical tools to identify and describe physical features and characteristics of places on various types of maps.	1. Create a bedroom map. 2. Find NJ on a map (locate the state, county, and town we live in) 3. Create a compass for a map using the four cardinal directions; North, South, East, and West. 4. Explore a continent other than North America and discuss the various cultures within that continent. 5. Use Google Earth to access various areas of NJ, US, and the world, discuss how these locations relate to one another. 6. Compare different weather maps 7. Find Your Way Around the Map 8. Reading a Map Handout 9. Make a Map Activity	Texts: <i>Me on the Map</i> (use digital version) <i>As the Crow Flies</i> Resources: - brainpop jr map video - Discovery Education site - GPS - Google Earth - Map Maker Interactive Website; - LINK: Digital Map Maker *Videos Cardinal Directions Kids Vocabulary - Map What Are Maps?
Describe how maps are created for specific purposes.	1.Design a map for a peer to find an object within the classroom. 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	Make a Map Activity Bedroom Map Seesaw Activity Map of Our Classroom Seesaw Treasure Map

	when practicing for Fire Drills. 3. Create a map depicting the different classroom centers. Refer students to this map when locating specific centers or stations during learning. 4. Create your own Treasure Map	
Know the difference between a city, suburb, and town and identify cultural and environmental characteristics of these places.	1. Show pictures of rural, urban, and suburban towns in NJ, sort them on a chart. 2. Create a graphic organizer that includes pictures/words to compare/contrast these types of communities (see link to the right for organizer) 3. Have students use construction paper to re-create each community type and write a sentence describing each community type 4. 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.). 5. 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.	Texts: - Me on the Map (use digital version) - City Mouse, Country Mouse - The City Kid and the Suburban Kid - The Little House *Resources Graphic Organizer Brainpop Jr. Rural, Urban, Suburban Video Urban, Suburban, Rural video
Explain how environmental, physical, and human characteristics influence where people live and how they live.	1. Illustrate the weather for each season and explain how it impacts our daily life (clothing, travel, recess) 2. Compare/contrast clothing worn in different regions based on weather conditions 3. Discuss climates and what types of food grow in each climate type.	*Resources Web Weather for Kids

	4. Discuss where we get our food from (tie to NJ being the Garden State) 5. Have students learn about specific regions and teach their classmates through posters. 6. Compare the climates in Africa and North America	
Plan and participate in a project that helps the Earth.	1. In order to prepare for Earth Day, 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). 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 to 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.	*Texts: The Earth Book Everyday is Earth Day *Videos How to Care for the Environment Look After Your Planet Reduce, Reuse, Recycle and Enjoy a Better Life How Can Kids Help to Save Our Earth? What is an environment? And how to keep it clean!
Identify landforms, bodies of water, and natural resources, and how people use them.	1. Have students create a list of landforms they have seen (great beginning activity, teacher can give her examples first as model) 2. Have students create a landform or body of water using clay or play doh. 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 4. Create a dam using natural resources and discuss its importance	*Texts: Kid's Guide to Landforms *Resources - brainpop jr landforms video, brainpop jr. natural resources video Landform Memory Game *Videos: Landform Hey! Video Learning About Landforms Exploring Landforms and Bodies of Water A Beautiful, Beautiful World

	in our environment. 5. Create a poster of natural vs. unnatural resources. 6. Have a variety of materials and have students sort them as natural or unnatural resources. 7. Have students describe a landform with clues and other students need to guess which landform they are describing. 8. Use google maps to explore different areas of the world, search for landforms in the images. 9. Have students create a drawing of their favorite vacation place/imaginary vacation place and label the landforms in their drawing.	
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Assessments

Formative Assessment

- Observation during activities and group discussions.
- Participation in classroom rule-making and voting exercises.
- 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 others to visit, highlighting the history and state features.
- Exit slips to check understanding.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

Alternate Assessment

- Activities such as written assignments and participation in group discussions will accommodate various learners' needs.

Modifications/Accommodations	
Support/Accommodations for Students with IEPs ● Follow all IEP modifications ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	Support/Accommodations for Students with 504 Plans ● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 4: The Power of Choice: Economics, Innovation, and Technology
Duration: 25 - 30 days (May-June)
Unit Overview:

In this unit, students will explore the fascinating world of economics, innovation, and technology, and how they shape our everyday lives. They will learn the basics of economics, focusing on the exchange of money for goods and services, and how decisions are made based on needs, wants, and available resources. Students will also be introduced to the exciting world of entrepreneurship and innovation, discovering how new ideas and inventions impact the economy and our lives. From the evolution of schools and communities to changes in jobs, transportation, and technology, this unit will highlight how some things change over time, while others remain the same. This unit will provide students with a foundational understanding of economics, innovation, and technology, equipping them with the tools to make informed decisions and understand the impact of innovation on society. Through hands-on activities and creative projects, students will gain practical skills that will help them understand how economic principles apply to their daily lives.

Enduring Understandings:

- Individuals make decisions based on their needs, wants, and the availability of resources.
- Economic decisions made by individuals and governments should be informed by an effective decision-making process.
- Goods and services are produced and exchanged in different ways depending on supply and demand.
- Innovation and entrepreneurship play a significant role in shaping economies and society.

Essential Questions:

- What is the difference between goods and services?
- How do you make good financial decisions?
- How does innovation and entrepreneurship impact the economy?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Understand how to make good financial decisions and manage resources.
- Distinguish between goods and services, and understand the role of supply and demand.
- Understand the role of innovation and entrepreneurship in the economy and society.
- Appreciate how technology has changed aspects of life such as school, jobs, transportation, and more.

New Jersey Student Learning Standards (NJSLS)**Social Studies**

- **6.1.2.EconET.1:** Explain the difference between needs and wants.
- **6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce.
- **6.1.2.EconET.3:** Describe how supply and demand influence price and output of products.
- **6.1.2.EconET.4:** Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.
- **6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those produced in other communities.

Interdisciplinary Standards

English Language Arts:

- **RL.CR.1.1:** Ask and answer questions about key details in a literary text.
- **RI.CR.1.1:** Ask and answer questions about key details in an informational text.
- **W.IW.1.2:** Write informative texts to convey ideas and information about a topic.

21st Century Themes and Skills

Computer Science and Design Thinking:

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.

Financial Literacy:

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

Targets	Focus Lessons	Resources
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..	1. Create an anchor chart with students' ideas of wants and needs (great introduction to the unit) 2. Work in groups or partners to cut out magazine photos to place on a t-chart of wants vs needs. 3. Compare the wants and needs of people in America and Africa 4. Read Works - What Can I Buy? 5. Make a list at home of wants and needs specific to their family 6. Have students discuss at home with parents how their family satisfies their wants and needs. 7. Complete a flow chart; show that people work at jobs, they earn money, they spend the money on things they want and need. 8. Have students come up with a list	Financial Literacy Lessons *Texts: <i>Little Critter: Just Saving My Money</i> by Mercer Mayer <i>Those Shoes</i> by Maribeth Boelts <i>Bunny Money</i> by Rosemary Wells * Resources: Brainpop Jr. Needs and Wants http://finance4kidz.com/ ● This site has book sets related to economy for kids if you would like to purchase on your own ● Complete activity where students identify what their family saves money for (used with the book; <i>A Chair for My Mother</i> by Vera B, Williams)

	of the items we need in our classroom and which classroom items are “wants”. 9. Have students identify a job they would like to have to help them earn money to acquire the things they want and need.	
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 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 plan 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.	Opportunity Cost Link for teachers to understand Opportunity Cost
Identify and make decisions about the resources in the school and community where we acquire our needs and wants.	1. Review money skills using play money so students are aware of their value. 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) 3. Give students a pretend salary and have them determine what they need to buy and if there is money leftover to buy what they want Example:	Financial Literacy Lessons K-2, (Schoology) Videos: Coin Values Song Coin Song Money Song (including dollars) Needs & Wants Situations

	i. Student budget: \$10.00 ii. Food: \$2.00 iii. Clothing: \$1.00 iv. House: \$3.00 v. 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.	
Know the difference between buyers, sellers, and producers and between goods and services.	1. 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. 2. Create a Venn Diagram Labeled <i>Goods and Services</i>. Have students cut pictures out of magazines and sort items/things as goods/services/both. 3. 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.	**Financial Literacy Lessons Brain Pop Jr. Goods and Services
Explain where products come from and define scarcity.	1. How Plastic is Made 2. How Legos are Made 3. Discuss with students what scarcity means and how natural resources in various countries, including Africa deal with scarcity.	**Financial Literacy Lessons *Texts: <i>Where Did My Clothes Come From?</i> Mystery History Video Supply and Demand Mystery History Slides Supply and Demand
Explain exchange of goods through bartering and discuss the pros and cons.	1. Define bartering 2. Have students role play bartering with friends (ex. "I'm good at	**Financial Literacy Lessons Let's Trade: A Book About Bartering

	skateboarding and I can teach you if you show me how to ride a bike.”) 3. Students can create an advertisement poster to showcase their skills and services	
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Assessments

Formative Assessment

- 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 leftover 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

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

Alternate Assessment

- Activities such as written assignments and participation in group discussions will accommodate various learners' needs.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts