

Orange Public Schools



Curriculum Guide

Social Studies

Grade 1

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2019-2020

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Social Studies Curriculum Guide

Content Area:	Social Studies	Grade(s)	1
Unit Plan Title:	Chapter 1: Rights and Responsibilities of a Citizen		
Common Core Anchor Standard			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
<p>The purpose of Chapter 1 to explore who is responsible for making and enforcing the rules. Citizens have the rights and responsibilities. The citizens vote for public officials. People can cooperate better when they respect authority and follow rules/laws in school, home, and community. Rules and laws provide security and manage conflict. The government is to represent the citizens and provide services and protection.</p>			
Standard(s)			
<ul style="list-style-type: none"> • 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. Chapter 1 lessons 1,2,3 • 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. Chapter 1 lesson 1, 2 • 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 Chapter 1 lessons 1,2,3,4 • 6.1.4.A.3 Determine how “fairness,” “equality,” and the “<u>common good</u>” have influenced new laws and policies over time at the local and national levels of United States government. Chapter 1 lessons 4 • 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government Chapter 1 Lessons 4 • 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. Chapter 1 Lessons 1,2,4,5 • 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others. Chapter 1 Lessons 1,3 • 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. Chapter 1 Lessons 5, 6 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> • 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 		<ul style="list-style-type: none"> • RL.1.1. Ask and answer questions about key details in a text • W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Essential Question(s)			

- Who is responsible for making and enforcing rules?

Enduring Understandings

- Citizens have rights and responsibilities, including voting for public office,
- People can better cooperate when they respect authority and follow rules and laws in the home, at school, and in the community.
- Rules and laws establish order, provide security, and manage conflict.
- Good citizens help to maintain a constitutional republic.
- The role of the government to represent the citizens and provide services and protection.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
E	Global Awareness	E	Creativity and Innovation
E	Environmental Literacy	T/A	Critical Thinking and Problem Solving
E	Health Literacy	E	Communication
E	Civic Literacy	E	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- I can identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life.
- I can demonstrate good citizenship in school and in the community.
- I can explain the purpose of rules in the home, school, and community.
- I can identify how a person can be a good sport.
- I can define the terms fact and fiction.
- I can identify sentences as fact or fiction.
- I can define responsibility, rights, and cooperation.
- I can identify and explain responsibilities at home and at school, including showing respect for oneself and for others.
- I can identify and explain rights and the choices made as a member of a family and class.
- I can identify the importance of cooperating or working well together.
- I can explain the purpose of rules and laws.
- I can identify rules and laws that ensure fairness and safety.
- I can discuss rules at home and school.
- I can identify the consequences of not following rules and laws.
- I can use a problem-solving process to identify a problem, to gather information, and list and consider options.
- I can consider the advantages and disadvantages of a situation.

- I can choose and implement a solution and evaluate the effectiveness of the solution.
- I can explain who leaders are and why they are important.
- I can identify leaders at home, school, and in the community.
- I can identify the responsibilities of leaders at home, school, and in the community.
- I can identify and describe the roles of public leaders in the community, state, and nation.
- I can recognize that government leaders are citizens.
- I can identify state leaders.
- I can identify how people choose leaders.
- I can define and explain direct democracy and representative democracy.
- I can explain and practice voting as a way of making choices and decisions.
- I can understand a ballot is a primary source that can give information about how people vote.
- I can understand how to read a ballot from long ago.

Assessment

- Pre and Formative- My World lesson quizzes and chapter test
- Summative- Journal entries
- Other assessment measures- Quest chapter projects, exit tickets

Teaching and Learning Actions

Instructional Strategies

ELL- create a concept web on chart paper using pictures. Center circle label good citizen Have children recall prior experiences of being a good citizen.

- Display pictures (have children to draw) and have students use verbs and verb phrases to describe the picture.

- Have children look at rules and point out rules they follow.

- Give students pictures to point out the leader in each picture.

- reread text have students draw one example of a leader from the text

SE:

Create ballot for the election

Follow the IEP

Accommodations and Modifications

504:

Introduce the Essential Question: How are rules made and enforced?

Video: online essential question is asked students share ideas from video

Interactivity: online children will apply understanding their understanding of the essential question

Audio: go online to listen to the recording and sing the song "We Have Rights"

Quest Project Based learning: Storyteller Sam Needs a Skit (kick off)

Lesson 1: Acting Like a Good Citizen

Vocabulary: citizens, rules

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 1: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 1 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Literacy Skill Fact or Fiction: guide children to view images to determine meaning of fact or fiction through language.

Interactivity: go online and find a three-part skill lesson on how to distinguish fact from fiction.

Lesson 2: Rights and Responsibility

Vocabulary: right, responsibility, cooperate

Interactivity: go online and lead a discussion to get children excited about the content

Follow the individual 504 Plan
G/T:
-Students will create a next chapter for the Amistad Read Aloud
-Students will complete research on the NJ law for how to register to vote.
-Students will write a letter to the mayor and to the Superintendent, asking them to come to class to explain the laws that they have to follow in their jobs.

of this lesson.

Quest project connection lesson 2: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 2 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 3: Following Rules and Laws

Vocabulary: law, consequences

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 3: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 3 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Critical Thinking Skills: Solve a Problem (a problem is something to be worked out-finding a solution)

Interactivity: go online to find a three-part skill lesson on how to solve a problem.

Lesson 4: My Leaders

Vocabulary: leader, guardian

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 4: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 4 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 5: My Government

Vocabulary: government, mayor, governor, president

Interactivity: go online and lead a discussion to get children excited about the content

of this lesson.

Quest project connection lesson 5: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 5 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 6: Making Choices in Government

Vocabulary: vote, democracy, ballot

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 6: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 6 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Primary Source: Artifact: Historic Voting Ballot (one-way citizens vote with a ballot; primary source gives information)

Citizenship: Abraham Lincoln Honest Abe (What does it mean to be honest?)

Assessment: Chapter 1 review workbook

Games children practice chapter vocabulary by playing online games

Chapter 1 assessment: can be done online or pencil and paper

Activities

Lesson 1: Act out what a good citizen would do and say.

Lesson 2: Children act out a responsibility they have at home or school.

Lesson 3: Act out people following the rules and someone not following a rule with a consequence.

Lesson 4: Choose a community. Student will draw leader and give clues for class to guess leader.

Lesson 5: Students will work in small groups and find information about different leaders in the community, state, and country.

Lesson 6: Have a class election for class mayor or class officer. Students will give a speech and vote for the best candidate.

	<p>Amistad Read Alouds for Grade 1:</p> <p>Aardema, Verna Why Mosquitoes Buzz in People's Ears 1992</p> <p>Aardema, Verna Koi and the Kola Nuts: A Tale From Liberia 2002</p> <p>Aardema, Verna Rabbit Makes a Monkey of Lion: A Swahili Tale 1993</p> <p>Adler, David A. A Picture Book of Jackie Robinson 1997</p> <p>Adler, David A. A Picture Book of Frederick Douglass 1995</p> <p>Bang, Molly Garrett Wiley and the Hairy Man 2001</p> <p>Burleigh, Robert Langston's Train Ride 2004</p> <p>Caines, Jeanette</p> <p>Franklin Just Us Women 1982</p> <p>Diakite, Baba Wague The Hunterman and the Crocodile 1997</p> <p>Dillon, Leo and Diane Rap A Tap Tap: Here's Bojangles -Think of That 2002</p> <p>DuBurke, Randy The Moon Ring 2002</p>
<p><i>Experiences</i></p> <p>D</p>	<p>Invite an elected official to come to class to talk about the importance of voting.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> ● Below leveled reader- Being a Good Citizen ● On leveled reader- The Importance of Rules ● Advanced leveled reader- Rights and Responsibilities ● Watch <i>Community Rules and Laws</i> from Discovery Education https://google.discoveryeducation.com/learn/player/f7e611ef-0665-40a9-a310-ec73836026f1/ ● Watch <i>Exploring Communities Rules and Laws</i> from Discover Education https://google.discoveryeducation.com/learn/player/08b48f50-e681-4a49-8267-d0d27771f290/ ● Watch <i>Unity in the Community: The Ant Show</i> from Discovery Education https://google.discoveryeducation.com/learn/player/1e450925-b2aa-41f2-a8f9-e88ed5ac39c8/ ● Watch <i>Rights and Responsibilities</i> from Brain Pop Jr. www.brainpopjr.com ● Introduction to a Study of the Holocaust scholastic.com/teachers/lesson-plan/teaching-content/introduction-study-holocaust/ ● Holocaust lesson plans brainpop.educators.brainpop.com/bp-topic/holocaust ● A Teacher's Guide to the Holocaust nea.org/tools/lessons/73753.htm ● Thomas H. By Lauryn Mascarenaz ● Teaching Hard History: American Slavery tolerance.org/framework/teaching-hard-history/American-slavery ● The Story of Anne Frank Lesson Plan scholastic.com/teachers/lesson-plans/teaching-content/story-anne-frank-lesson-plan 	
<p>Suggested Time Frame:</p>	<p>21 days</p>

D- Indicates differentiation at the Lesson Level.

Social Studies Curriculum Guide

<p>Content Area:</p>	<p>Social Studies</p>	<p>Grade(s)</p>	<p>1</p>
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Unit Plan Title:	Chapter 2: Geography of the Community	
Common Core Anchor Standard		
<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
Overview/Rationale		
<p>Chapter 2 will explore geography in the community. Students will learn maps are a simple representation of land and a globe models the Earth. The world has many different physical characteristics such as land, oceans, natural resources, and weather. Humans and environment impact and affect each other. Shelter, clothing, food, and activities are based upon geographic location.</p>		
Standard(s)		
<ul style="list-style-type: none"> • 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful. Chapter 2 Lessons 1,2,3,4,5, • 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. Chapter 2 Lessons 1,3,4,5, • 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. Chapter 2 Lessons 2,3,4,5 • 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have affected where and how people live and work in different regions of New Jersey and the United States. Chapter 2 Lessons 1,4,5 • 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. Chapter 2 Lessons 1,4,5 		
<p style="text-align: center;">Technology Standard(s)</p> <ul style="list-style-type: none"> • 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 	<p style="text-align: center;">Interdisciplinary Standard(s)</p> <ul style="list-style-type: none"> • RL.1.1. Ask and answer questions about key details in a text • W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Essential Question(s)		
<ul style="list-style-type: none"> • What is the World Like? 		

Enduring Understandings

- Maps are simple representations and globes are models of places on Earth.
- The world is made up of different physical characteristics such as land, bodies of water, natural resources, and weather.
- Humans interact with, and have an impact on, the environment, and the environment affects how and where people live.
- The human characteristics of places such as shelter, clothing, food, and activities are based upon geographic location.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
E	Global Awareness	E	Creativity and Innovation
T	Environmental Literacy	T/A	Critical Thinking and Problem Solving
E	Health Literacy	E	Communication
E	Civic Literacy	E	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- I can explain what a community is.
- I can describe the difference between a city and a town.
- I can determine activities that people do in communities.
- I can describe the location of oneself and objects relative to other locations.
- I can identify and describe the relative location of places in the school and community.
- I can recognize that maps can be used to locate and identify places.
- I can locate and identify places on a map using the four cardinal directions.
- I can explain that a map is a simple representation of places on Earth.
- I can explain that maps are used to show large and small places.
- I can use simple maps, such as maps of home, classroom, school, and community.
- I can identify an artifact as a primary source.
- I can describe why an envelope is a primary source that can give information about a person, place, or event.
- I can analyze an envelope.
- I can recognize that maps can be used to locate and identify places.
- I can identify the parts of a map, including the title, compass rose, legend, and symbols.
- I can identify a model as a small version of something.
- I can compare a model, a picture, and a map.

- I can identify the various parts of a map.
- I can ask and answer questions about a map.
- I can identify and describe the physical characteristics (such as landforms and bodies of water) of a place.
- I can locate and identify continents and oceans on maps and globes.
- I can use vocabulary terms related to geographic features.
- I can identify and describe the physical characteristics of places, such as natural resources and weather.
- I can identify examples of, and use for, natural resources.
- I can explain how weather and location affect how people live.
- I can identify and describe how the human characteristics of places, such as shelter, clothing, food, and activities are based on geographic location.
- I can identify the main idea and supporting details in a paragraph.
- I can summarize a text.

Assessments

- Pre and Formative- My World lesson quizzes and chapter test
- Summative- Journal entries
- Other assessment measures- Quest chapter projects, exit tickets

Teaching and Learning Actions

Instructional Strategies

D

ELL

- Picture cards with position words
- have children draw a house and label it with a number and street name
- Picture cards for each land and water type
- Use the translate button switch online program to Spanish or French
- SE- Snap&Read for PDF pages
- Ensure that IEP modifications and accommodations are being utilized
- create a word bank for each station
- have students create the pictures for the word wall
- 504- Follow the individualized plan for the duration of the 504
- G/T-Research the state

Introduce the Essential Question: What is the world like?

Video: online essential question is asked students share ideas from video

Interactivity: online children will apply understanding their understanding of the essential question

Audio: go online to listen to the recording and sing the song "Show you Care"

Quest Project Based learning: Tina the Tour Leader Needs Help

Interactivity: Go online to find resources to help children get started on Chapter Quest.

Lesson 1: Our Community

Vocabulary: community, city, town, location, relative location

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 1: discuss what activities you can do in the community

Interactivity: go online so children can explore some fun activities people can do in our state, which will help them complete the Quest.

Lesson 1 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 2: Finding Places

Vocabulary: absolute location, map, direction, cardinal direction

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 2 Check: understand Quest connection

bird, state flower, and state tree. Present the findings to the class.
-Research the origins of South Mountain Reservation and create a pamphlet for the kindergarteners.

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Primary Source: Artifacts: An Envelope

Lesson 3: Maps and Models

Vocabulary: compass rose, symbol, legend

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 3: discuss what other words and symbols could go on a map of downtown

Interactivity: go online so children can explore words and symbols on a map, which will help them complete the Quest.

Lesson 3 Check: understand Quest connection (map skills)

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Critical Thinking Skills: Ask and answer questions

Interactivity: go online to find a three-part skill lesson on how to solve a problem.

Lesson 4: Continents and Oceans

Vocabulary: plains, continents, ocean

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 4 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 5: My State

Vocabulary: weather, environment, conservation

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 5: discuss the activities people can do by a harbor, such as boating, fishing.

Interactivity: go online so children can explore activities at a harbor, which will help them complete the Quest.

Lesson 5 Check: understand Quest connection (harbor)

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

	<p><u>Literacy Skills:</u> Summarize <u>Interactivity:</u> go online to find three-part skill lesson on summarizing. Children can learn, practices, and apply the skill.</p> <p><u>Citizenship:</u> The Corps of Discovery (Explorers)</p> <p><u>Assessment:</u> Chapter 1 review workbook Games children practice chapter vocabulary by playing online games Chapter 2 assessment: can be done online or pencil and paper</p> <p>Quest Findings: Make Your Tour Guide and Guide Interactivity: go online to find resources to help children complete chapter Quest.</p>
<p><i>D</i></p> <p><i>Activities</i></p>	<p>Lesson 1: Play, where am I? students move around the room and the other students use position words to describe where the student is located</p> <p>Lesson 2: Students will make a map of their neighborhood</p> <p>Lesson 3: make a 3D model of a building</p> <p>Lesson 4- Show children a globe; spin and point to a spot on the globe. Identify whether it is land, water, or mountains</p> <p>Lesson 5: How can we care for the Earth? Research on the internet way to care for the earth</p> <p>Amistad Read Alouds: Feelings, Tom and Eloise Greenfield Daydreamers 1993 Flournoy, Valerie The Patchwork Quilt 1985 Greenfield, Eloise She Come Bringing Me That Little Baby Girl 1993 Grifalconi, Ann Village of Round an Square Houses 1986 Grimes, Nikki Meet Danitra Brown 1997 Havill, Juanita Jamaica's Find 1987 Havill, Juanita Jamaica and Brianna 1996 Hoffman, Mary Amazing Grace 1991 Hru, Dakari Joshua's Masai Mask 1996 Kamma, Anne If You Lived When There Was Slavery in America 2004 Keats, Ezra Jack Apt. 3 1999 Kimmel, Eric A. Anansi and the Talking Melon 1995 Kimmel, Eric A. Anansi and the Magic Stick 2002 King, Martin Luther I Have a Dream 2007 Krull, Kathleen Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman 2000</p>

<p><i>Experiences</i></p> <p>D</p>	<p>Take the class on a walk around the neighborhood. Have children discuss what they see, including street signs, parks, buildings, and so on. When you return to the classroom, have children create a map of what they saw.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> ● Below level reader- Getting Around School ● On Level reader- Mapping the School ● Advanced reader- Getting to Know Our Environment ● Read aloud <u>Follow that Map!</u> by Scot Ritchie www.google.com ● Explore different kinds of maps using google and accessing maps and earth surface features. https://google.discoveryeducation.com/learn/player/388ba139-9dc5-48ef-9d90-733bb4d8f43a/ ● Watch <i>Reading Maps</i> from Discovery Education https://google.discoveryeducation.com/learn/player/95a58f0e-9703-4c06-8f90-7020f96796df/ ● Watch <i>Maps and Globes: Maps and their Uses</i> from Discover Education https://google.discoveryeducation.com/learn/player/388ba139-9dc5-48ef-9d90-733bb4d8f43a/ ● Students will compare and contrast studying locations of various geographic regions, landforms, terrain by using VR & a traditional map or globe. Google Earth Google Maps ● Watch <i>Reading Maps</i> from Brain Pop Jr. www.brainpopjr.com ● Watch <i>How Location Affects Life: Different Areas, Climate, Latitude, and Longitude</i> from Discovery Education https://google.discoveryeducation.com/learn/player/742088bf-490a-4e20-8668-6409b76492b1/ ● Watch <i>Rural, Suburban, and Urban</i> from Brain Pop Jr. www.brainpopjr.com ● Watch <i>Landforms</i> from Brain Pop Jr. www.brainpopjr.com ● Watch <i>How Location Affects Life: Different Areas, Climate, Latitude, and Longitude</i> from Discovery Education. https://google.discoveryeducation.com/learn/player/742088bf-490a-4e20-8668-6409b76492b1/ ● Watch <i>How Communities Grow and Change</i> from Discovery Education. https://google.discoveryeducation.com/learn/player/f67d2b01-72dd-4893-aea7-4df8c69a82dc/ ● Watch <i>Reduce, Reuse, Recycle</i> from Brain Pop Jr. www.brainpopjr.com/ ● Watch <i>Maps and Mapping: How to Find Where You Are</i> from Discovery Education. https://google.discoveryeducation.com/learn/player/60371051-7d37-43f1-b6c2-3fd154cfd22b/ ● Geography and the World www.readworks.org ● Oceans www.readworks.org 	
<p>Suggested Time Frame:</p>	<p>22 days</p>

Social Studies Curriculum Guide

Content Area:	Social Studies	Grade(s)	Grade 1
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Unit Plan Title: Chapter 3: Symbols and Traditions of the United States	
Common Core Anchor Standard	
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
Overview/Rationale	
<p>Chapter 3 focuses on what does it mean to be an American. American symbols, traditions, and documents. Symbols and documents are the basis of the United States' freedom and laws.</p>	
Standard(s)	
<ul style="list-style-type: none"> 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. Chapter 3 lessons 3, 5 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. Chapter 3 Lesson 1, 3 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. Chapter 3 Lessons 1,3 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. Chapter 3 Lessons 4, 6 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. Chapter 3 Lessons 5,6 	
<p>Technology Standard(s)</p> <ul style="list-style-type: none"> 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 	<p>Interdisciplinary Standard(s)</p> <ul style="list-style-type: none"> RL.1.1. Ask and answer questions about key details in a text W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Essential Question(s)	
<ul style="list-style-type: none"> What does it mean to be American? 	
Enduring Understandings	

- There are symbols and traditions that connect all Americans across the country.
- The American flag is a symbol of freedom.
- American documents are the basis of the United States' freedom and laws.

<p>In this unit plan, the following 21st Century themes and skills are addressed.</p>																			
<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>	<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>																		
<table border="1"> <tr> <td style="text-align: center;">T/A</td> <td>Global Awareness</td> </tr> <tr> <td style="text-align: center;">T</td> <td>Environmental Literacy</td> </tr> <tr> <td style="text-align: center;">E</td> <td>Health Literacy</td> </tr> <tr> <td style="text-align: center;">T/A</td> <td>Civic Literacy</td> </tr> <tr> <td style="text-align: center;">E</td> <td>Financial, Economic, Business, and Entrepreneurial Literacy</td> </tr> </table>	T/A	Global Awareness	T	Environmental Literacy	E	Health Literacy	T/A	Civic Literacy	E	Financial, Economic, Business, and Entrepreneurial Literacy	<table border="1"> <tr> <td style="text-align: center;">T</td> <td>Creativity and Innovation</td> </tr> <tr> <td style="text-align: center;">T/A</td> <td>Critical Thinking and Problem Solving</td> </tr> <tr> <td style="text-align: center;">E</td> <td>Communication</td> </tr> <tr> <td style="text-align: center;">E</td> <td>Collaboration</td> </tr> </table>	T	Creativity and Innovation	T/A	Critical Thinking and Problem Solving	E	Communication	E	Collaboration
T/A	Global Awareness																		
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E	Collaboration																		
<p>Student Learning Targets/Objectives</p>																			
<ul style="list-style-type: none"> • I can describe the United States Flag. • I can recite and explain the meaning of the Pledge of Allegiance to the United States Flag. • I can recognize that the United States flag has different meanings to different people. • I can understand that the United States has many symbols. • I can explain why symbols are important to America. • I can identify American symbols, including Uncle Sam, the bald eagle, the Statue of Liberty, and the Golden Gate Bridge. • I can identify the cause in a paragraph and in a visual. • I can identify the effect in a paragraph and in a visual. • I can understand that America once was ruled by England. • I can recognize that the Declaration of Independence and the U.S. Constitution are important American documents. • I can identify the U.S. Constitution as a set of rules and laws for our country and the Bill of Rights as changes to the Constitution. • I can identify historical figures, such as Francis Scott Key, who have written American songs. • I can recite an American song. • I can explain the history of an American song. • I can identify American anthems and songs and explain how they reflect American individualism and freedom. • I can understand that a song can be a primary source. • I can understand how to analyze a song. • I can recognize that some heroes work to help people who are not treated fairly. • I can identify contributions of historical figures, including Dr. Martin Luther King Jr. and Cesar Chavez, who worked for justice. 																			

- I can compare the similarities and differences among the lives and activities of historical figures who have worked for justice.
- I can understand how to ask questions to analyze an image.
- I can understand how a caption is related to an image.
- I can explain that our nation celebrates special days to remember and honor people and events.
- I can describe the origins of national holidays and celebrations, such as Independence Day, Veterans Day, Memorial Day, Presidents' Day, and Martin Luther King Jr. Day.
- Describe how families celebrate national holidays.

Assessments

- Pre and Formative- My World lesson quizzes and chapter test
- Summative- Journal entries
- Other assessment measures- Quest chapter projects, exit tickets

Teaching and Learning Actions

Instructional Strategies

ELL- pictures of American flag and people pledging the flag

- pictures of different American symbols, students will choose one to draw
 - provide children with a translated copy of the Declaration of Independence
 - have students discuss the picture and use key words of the Star- Spangled Banner
 - have students draw a picture of how Dr. Martin Luther King Jr. or Cesar Chavez an American hero give pictures to show examples
 - show pictures of different national holidays and have students draw one holiday
 - Ask for volunteers to sing a patriotic song from their home country.
- SE:
- Follow the accommodations and modifications in the IEP
 - utilize Snap&Read
 - ensure that the anchor charts have pictorials

504:

Introduce the Essential Question: What does it mean to be an American?

Video: online essential question is asked students share ideas from video

Interactivity: online children will apply understanding their understanding of the essential question

Audio: go online to listen to the recording and sing the song "You're a Grand Ole Flag"

Quest Project Based learning: Help Ryan Show Our America

Lesson 1: We Are American

Vocabulary: flag, pledge, tradition, freedom, justice

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 1 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 2: American Symbols

Vocabulary: national, emblem, landmark

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 2: discuss what the eagle symbolizes

Interactivity: go online so children can explore information about the national bird which will help them complete the Quest.

Lesson 2 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Literacy Skills: Cause and Effect

Interactivity: go online to find three- part skill lesson on cause and effect.

Lesson 3: American Documents

Follow the individualized 504 plan. Meet with the 504 Committee with any questions or suggestions

Vocabulary: colony, document, constitution, amendments

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 3: discuss examples of what it means to be fair for everyone.

Interactivity: go online so children can explore rules and responsibilities, which will help them, complete the Quest.

Lesson 3 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 4: American Songs

Vocabulary: anthem, grand

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 4: find words that rhyme in patriotic songs and poems

Interactivity: go online so children can explore more about "My Country Tis of Thee," which will help them complete the Quest.

Lesson 4 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Primary Source: "My Country, Tis of Thee"

Lesson 5: American Heroes

Vocabulary: hero, migrant worker

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 5 Check:

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Critical Thinking Skills: Analyze Images (where, what, who, when)

Interactivity: go online to find three-part skill lesson on analyzing images. Children can learn, practice, and apply the skills.

Lesson 6: Our National Holiday

Vocabulary: veteran, armed forces, memorial

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 6: Why were pilgrims important to America?

Interactivity: go online so children can explore how Americans celebrate national holidays, which will help them complete the Quest.

Lesson 6 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

	<p><u>Citizenship</u>: Susan B. Anthony (Hero for Women's Rights)</p> <p><u>Assessment</u>: Chapter 1 review workbook Games children practice chapter vocabulary by playing online games Chapter 3 assessment: can be done online or pencil and paper</p> <p><u>Quest Findings</u>: Write your scrap book page Interactivity: go online to find resources to help children complete the chapter Quest.</p>
<p><i>Activities</i></p>	<p>Lesson 1: make an American flag, have children pair and share what the flag stands for</p> <p>Lesson 2: students will draw an American symbol and must give clues of symbol for class to guess</p> <p>Lesson 3: make a class declaration and have students sign</p> <p>Lesson 4: Gather children and go over the lyrics of the Star Spangled banner. Discuss meaning and have students work in pairs to make a collage to illustrate the song.</p> <p>Lesson 5: students will write and illustrate how Dr. Martin Luther King Jr. or Cesar Chavez an American hero</p> <p>Lesson 6: students will draw a picture of a national holiday and give clues for class to guess holiday</p> <p>Amistad Read Alouds: Lindbergh, Reeve Nobody Owns the Sky: The Story of Brave Bessie Coleman 1996 McDermott, Gerald Zomo the Rabbit: A Trickster Tale from West Africa 1998 McKissack, Patricia The Honest to Goodness Truth 2002 McKissack, Patricia Goin' Someplace Special 2001 Miller, William Zora Hurston and the Chinaberry Tree 1995 Morrison, Toni Remember: The Journey to School Integration 2004 Nolen, Jerdine Thunder Rose 2003 Polacco, Patricia Chicken Sunday 1998 Rappaport, Doreen Martin's Big Words: The Life of Dr. Martin Luther King, Jr. 2001 Ringgold, Faith Aunt Harriet's Underground Railroad in the Sky 1995 Robinson, Sandra Chisholm The Rainstick: A Fable 1994</p>

<p><i>Experiences</i></p> <p>D</p>	<p>Take class on an electronic field trip to look at original American documents online. View the U.S. Constitution, the Declaration of Independence, and the Bill of Rights, and ask children how these primary sources are different from documents they might see today.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> ● Below level reader- Learning About Holidays ● On Level reader- Why Do We Celebrate? ● Advanced reader- The Background Behind Our Holidays ● Watch <i>The Constitution & Constitution Day: A Beginner's Guide</i> from Discovery Education https://google.discoveryeducation.com/learn/player/24cedb93-c489-43b0-bb7e-e0e3ccac1a16 ● Read aloud <i>We the Kids</i> by David Catrow ● Watch <i>Our Founding Documents</i> from Discovery Education https://google.discoveryeducation.com/learn/player/9e47765d-bcdc-49d1-9f45-5c7dd53c22fe. ● Watch <i>Citizens Rule: How we Elect a President</i> from Discovery Education https://google.discoveryeducation.com/learn/player/f41c7535-13b4-467e-b91f-6b045e0785a6 ● Read and/or watch about <i>George Washington, James Madison, Thomas Jefferson, Benjamin Franklin, Abraham Lincoln, Anne Hutchinson, Lewis and Clark, Dr. Martin Luther King Jr., Ruby Bridges, Rosa Parks, Harriet Tubman, Elizabeth Cady Stanton, and Susan B. Anthony</i> www.brainpopjr.com ● Watch <i>Citizenship in the Community</i> from Discovery Education https://google.discoveryeducation.com/learn/player/9a0c4e3c-0e99-477a-824b-a2caa4e225fc ● Watch <i>How Leaders and Events Shape Communities</i> from Discovery Education https://google.discoveryeducation.com/learn/player/50eae9d8-a9cf-42af-889c-d5df7a565728/ ● Watch <i>America at its Best: What it means to be an American Citizen</i> from Discovery Education https://google.discoveryeducation.com/learn/player/052a8d09-4a42-4630-9828-2c962f2a88c9/ ● Watch <i>TLC Elementary School: American Diversity</i> from Discovery Education https://google.discoveryeducation.com/learn/player/fd2d9fa6-6f6b-42e0-a6ba-b00cb21aad19/ ● People in American History www.readworks.org ● African American Leader www.readworks.org ● The Right to Vote www.readworks.org ● Holidays and Celebrations www.readworks.org ● United states Presidents www.readworks.org 	
<p>Suggested Time Frame:</p>	<p>23 days</p>

Content Area:	Social Studies	Grade(s)	1
Unit Plan Title:	Chapter 4: Life Today and Long Ago		
Common Core Anchor Standard			
<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
<p>Chapter 4 will explore life throughout history. We measure time with clocks and calendars. Some aspects of schools and communities stay the same over time, but some aspects have changed. Transportation, technology, and communication have changed in many ways over time.</p>			
Standard(s)			
<ul style="list-style-type: none"> 6.1.4.D.14 Trace how the American identity evolved over time. Chapter 4 Lessons 1, 2 ,3, 4 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).Chapter 4 Lessons 2, 3, 4 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them. Chapter 4 Lessons 2,3,4, 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. Chapter 4 Lessons 3,4 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. Chapter 4 Lesson 2,3,4 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 		<ul style="list-style-type: none"> RL.1.1. Ask and answer questions about key details in a text W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Essential Question(s)			
<ul style="list-style-type: none"> How does life change throughout history? 			
Enduring Understandings			
<ul style="list-style-type: none"> We measure time with clocks and calendars. Some aspects of school and communities stay the same over time, but other aspect change. Technology, transportation, and ways to communicate have changed over time. 			

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
A	Global Awareness	E	Creativity and Innovation
A	Environmental Literacy	T/A	Critical Thinking and Problem Solving
E	Health Literacy	E	Communication
T/A	Civic Literacy	E	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- I can explain the words past, present, and past
- I can identify and describe time relationships.
- I can understand how clocks and calendar measure time.
- I can describe events in sequential order.
- I can describe how a timeline connects events from the past and present.
- I can compare and contrast life in schools today and in the past.
- I can explain how some aspects of a community change over time while others stay the same.
- I can compare and contrast places people work today with places they worked in the past.
- I can compare and contrast clothes people wear today with clothes they wore in the past.
- I can compare and contrast people’s manners today with the past.
- I can compare games from the past and games today.
- I can contrast games from the past and games today.
- I can explain how inventions changed people’s lives over time.
- I can understand how people’s lives were affected by the change in technology.
- I can explain how the present is connected to the past.
- I can recognize Juliette Gordon Low’s drive to start a group of guides.
- I can analyze a quotation.

Assessments

- Pre and Formative- My World lesson quizzes and chapter test
- Summative- Journal entries
- Other assessment measures- Quest chapter projects, exit tickets

Teaching and Learning Actions

<p><i>Instructional Strategies</i></p> <p>ELL- Help children label pictures from lesson 1 check with assistance.</p> <p>- Students will illustrate the</p>	<p><u>Introduce the Essential Question:</u> How does life change throughout history?</p> <p><u>Video:</u> online essential question is asked students share ideas from video</p> <p><u>Interactivity:</u> online children will apply understanding their understanding of the essential question</p> <p><u>Audio:</u> go online to listen to the recording and sing the song “Past, Present, Future”</p> <p><u>Quest Project Based learning:</u> Help Daria the time traveler</p>
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difference between schools then and now. Display pictures labeled then and now.

- Students will draw and label how life has changed from the past (examples clothing, work) Display pictures to assist students.
- Show real life examples or pictures of technology and invention discussed in the lesson.

SE-Ensure that accommodations and modifications from IEP are implemented

- Upload the Read Alouds into Snap&Read for the listening center.
- Create a word bank for the writing center that includes the vocabulary words

504: Ensure that the individualized plans are followed.

G/T:-Have the students record some of the Amistad Read Aloud books and develop questions that they would like to have answered from their independent reading. Share those questions with each other and discuss the reasons for the responses.

Interactivity: go online to find resources to help children get started on chapter Quest.

Lesson 1: Measuring Time

Vocabulary: past, present, future, calendar

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 1 Check:

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Map and Graph Skills: Interpret Timelines

Interactivity: go online and find a three-part skill lesson on how to distinguish fact from fiction.

Lesson 2: Schools and Communities Past and Present

Vocabulary: history, century, generation

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 2: compare and contrast communities today and from the past

Interactivity: go online so children can explore how communities have changed over time, which will help them complete the Quest.

Lesson 2 Check: understand Quest connection (then and now)

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 3: Daily Life Past and Present

Vocabulary: manners, festival

Interactivity: go online and lead a discussion how life

Quest project connection lesson 3: discuss how life is different today from the past and how it is the same

Interactivity: go online so children can explore how life today is different from the past, which will help them complete the Quest.

Lesson 3 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Literacy Skills: Compare and Contrast

Interactivity: go online to find a three-part skill lesson on how to solve a problem.

Lesson 4: Changes in Technology and Transportation

Vocabulary: invention, technology, communicate, transportation

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 4: discuss and list technology they use, and family uses regularly

	<p><u>Interactivity</u>: go online so children can explore rules and responsibilities, which will help them, complete the Quest.</p> <p><u>Lesson 4 Check</u>: understand Quest connection (inventions and Technology in school)</p> <p><u>Interactivity</u>: go online to complete the interactive Lesson Review activity and evaluate children’s understanding of key objectives in lessons.</p> <p><u>Assessment</u>: Have children go online to take a five-question quiz</p> <p><u>Primary Source</u>: Juliette Gordon Low on forming the Girl Guides</p> <p><u>Citizenship</u>: Ruby Bridges A Brave Girl</p> <p><u>Assessment</u>: Chapter 1 review workbook Games children practice chapter vocabulary by playing online games Chapter 4 assessment: can be done online or pencil and paper</p> <p>Amistad Read Alouds: San Souci, Robert D. Sootface: An Ojibwar Cinderella Story 1997 Schroeder, Alan Minty: A Story of Young Harriet Tubman 2000 Schroeder, Alan Ragtime Tumpie 1993 Seeger, Pete Abiyoyo: Based on a South African Lullaby and Folk Story 1994 Smith, Will Just the Two of Us 2005 Steptoe, Javaka In Daddy's Arms, I Am Tall 2001 Stolz, Mary Storm in the Night 1990</p>
<p><i>Activities</i></p>	<p>Lesson 1: Have do a fun activity such as hop ten times all on students to guess the length of time it will take to complete different task. Have a student time the fun actions.</p> <p>Lesson 2: read Then and Now- students will work in pairs to ask and answer questions about what schools were like in the past and how they are different now.</p> <p>Lesson 3: In small groups, have children write and act out a skit about how life has changed in their community over the years.</p> <p>Lesson 4: in small groups, have children think about an invention, which will make their lives better. Each will draw a picture and write a sentence about the invention.</p>
<p><i>Experiences</i></p>	<p>Take the class on an electronic field trip to look at primary sources online about life in the past. Ask children how these primary sources show similar or different things than what they see and use today.</p>
<p>Resources</p>	
<ul style="list-style-type: none"> • Below level reader- How Life Used to Be • On level reader- What Was Life Like Before? • Advanced reader- How Life Has Changed Over Time? • Then and Now by Robin Nelson • Watch <i>Reading Rainbow: My America</i> from Discovery Education. https://google.discoveryeducation.com/learn/player/854bebd7-efba-4bcb-a43d-cbf7b2e9bae/ 	

- African American Inventors www.readworks.org
- Growing up Long Ago www.readworks.org
- Life in the Past www.readworks.org
- Daily Life Inventions www.radworks.org

Suggested Time Frame:

23 days

Content Area:	Social Studies	Grade(s)	1
Unit Plan Title:	Chapter 5: One Nation, One People		
Common Core Anchor Standard			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
Overview/Rationale			
<p>Chapter 5 explore the different nationalities that make up our country. People share different holidays, celebrations, beliefs, languages, and traditions. Families and communities express culture in many ways. Folk tales and legends help us learn about our nation's past and culture. Immigrants and American Indians contribute in many ways. We are all part of American Culture.</p>			
Standard(s)			
<ul style="list-style-type: none"> • 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. Chapter 5 Lessons 1,2 • 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. Chapter 5 Lessons 1,2,3,4,5 • 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. Chapter 5 Lessons 1,2,3,5 • 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. Chapter 5 Lessons 2,3,4,5, • 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey Chapter 5 Lesson 4 • 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges Chapter 5 Lessons 2,3,4,5, • 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. Chapter 5 Lessons 2,3,6 • 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. Chapter 5 Lessons 1,2,3,4,5,6, • 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. Chapter 5 Lesson 6 • 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. Chapter 5 Lesson 4 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> • 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual 		<ul style="list-style-type: none"> • RL.1.1. Ask and answer questions about key details in a text 	

environments (i.e. games, museums).	<ul style="list-style-type: none"> W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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Essential Question(s)

- How do so many people make one nation?

Enduring Understandings

- Families and communities share different customs, holidays, celebrations, beliefs, languages, and traditions.
- Culture is expressed in numerous ways.
- We can learn about our nation’s past and its culture through stories, including folk tales and legends.
- We are all part of American culture.
- Immigrants and American Indians contribute to our nation in many ways.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
T/A	Global Awareness	E	Creativity and Innovation
T/A	Environmental Literacy	T/A	Critical Thinking and Problem Solving
E	Health Literacy	E	Communication
T/A	Civic Literacy	E	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- I can explain and list basic needs.
- I can describe the importance of culture and beliefs.
- I can understand that cultures have similarities and differences.
- I can understand how individual cultures have contributed to our nation’s culture.
- I can identify elements that make up culture, such as food, clothing, language, and games.
- I can distinguish between customs and traditions.
- I can recognize that people and families have different customs and traditions.
- I can describe and explain the importance of various beliefs, customs, celebrations, and traditions of people and families.
- I can understand that point of view is how someone feels about something.
- I can recognize that people have different points of view.
- I can compare points of view.

- I can describe the importance of working together as a community or other group.
- I can understand the country is made up of diverse cultures.
- I can recognize the similarities and differences in groups.
- I can explain that we all benefit when we understand people’s differences.
- I can understand that American Indians live across the United States, including California.
- I can recognize that there are many different American Indians cultural groups, each with its own customs, traditions, and celebrations.
- I can describe the significances of storytelling to American Indian culture.
- I can explain American Indian arts and its importance to culture.
- I can understand that an artifact is a primary source.
- I can understand how to analyze artifacts.
- I can understand that an immigrant is a person who moves from one country to another.
- I can recognize that immigrants contribute to the economy.
- I can explain that immigrants contribute their customs, culture, traditions, and celebrations to the community where the live.
- I can identify folk tales and legends as stories that are passed down through time and teach life lessons.
- I can understand that most cultures have their own folk tales and legends.
- I can identify the moral of a story.
- I can sequence and categorize information.
- I can retell the order of events in a text by referring to words and illustrations.

Assessments

- Pre and Formative- My World lesson quizzes and chapter test
- Summative- Journal entries
- Other assessment measures- Quest chapter projects, exit tickets

Teaching and Learning Actions

Instructional Strategies
 ELL- Have children find the meaning of a vocabulary word and draw a picture to show what the word means
 - Have children draw one tradition or custom and label it.
 - Have children offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge about why jewelry is or is not art.
 - After reading “The Tiger and the Frog,” have children use the pictures to retell story using time words.
 - Have children explain why immigrants moved to

Introduce the Essential Question: How do so many different people make one nation?
Video: online essential question is asked students share ideas from video
Interactivity: online children will apply understanding their understanding of the essential question
Audio: go online to listen to the recording and sing the song “Our America”
Quest Project Based learning: Create a Flag for Artist Annie
 Interactivity: go online to find resources to help children get started on the chapter Quest.
 Lesson 1: What is Culture?
 Vocabulary: countries, culture, beliefs
Interactivity: go online and lead a discussion to get children excited about the content of this lesson.
Quest project connection lesson 1: discuss different languages
Interactivity: go online so children can explore different languages, which will help them complete the Quest.
Lesson 1 Check: understand Quest connection (exploring cultures)
 Interactivity: go online to complete the interactive Lesson Review activity and evaluate children’s understanding of key objectives in lessons.
 Assessment: Have children go online to take a five-question quiz

America. Students will complete the Sentence starter Immigrants moved to America because ____.

SE: Upload "The Tiger and the Frog" in Snap&Read
-Implement accommodations and modifications from the IEP.
-Students experiencing difficulty with fine motor skills, have cutouts of families for gluing instead of drawing.
-Provide beads with larger holes for easier threading

504: Follow the individualized plan for each student.

G/T: Add a detailed description of the culture poster.
-Explain a tradition or custom based on research
-Write an alternate ending for "The Tiger and the Frog."

Lesson 2: Customs, Traditions, and Celebrations

Vocabulary: custom

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 2: discuss different celebrations and traditions

Interactivity: go online so children can explore birthday celebrations, which will help them complete the Quest.

Lesson 2 Check: understand Quest connection (birthday customs)

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Critical Thinking Skills: Compare Points of View

Interactivity: go online to find a three-part skill lesson on how to solve a problem.

Lesson 3: Shared Culture

Vocabulary: goals, diverse, benefit

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 3 Check:

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 4: American Indians

Vocabulary: traded, storytelling, oral, folk tales

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Quest project connection lesson 4: discuss stories we have heard

Interactivity: go online so children can explore storytelling, which will help them complete the Quest.

Lesson 4 Check: understand Quest connection (folk tales)

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Primary Source: Artifacts: Basket

Lesson 5: Immigrants

Vocabulary: immigrant, economy, settled

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 5 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Lesson 6: Stories in Our Cultures

Vocabulary: legends, morals, clever

Interactivity: go online and lead a discussion to get children excited about the content of this lesson.

Lesson 6 Check: understand Quest connection

Interactivity: go online to complete the interactive Lesson Review activity and evaluate children's understanding of key objectives in lessons.

Assessment: Have children go online to take a five-question quiz

Literacy Skills: Sequence

Interactivity: go online to find a three-part skill lesson on sequence. Children can learn, practice, and apply the skill.

	<p>Citizenship: Irving Berlin immigrant and Patriot</p> <p>Assessment: Chapter 1 review workbook Games children practice chapter vocabulary by playing online games Chapter 5 assessment: can be done online or pencil and paper</p>
D <i>Activities</i>	<p>Lesson 1: What is your culture like? Draw and share picture and culture with class.</p> <p>Lesson 2: Have children draw one tradition or custom and write a sentence about their custom or tradition.</p> <p>Lesson 3: Have students draw their families. Class will compare and contrast how our families are the same and different.</p> <p>Lesson 4: Make a jewelry that a Native American may have worn.</p> <p>Lesson 5: Explain that there are various kinds of food from diverse cultures that is available for us to eat. Describe foods of a different culture that food comes from. (examples fortune cookie, taco)</p> <p>Lesson 6: Read "The Tiger and the Frog" have students pair up to act out story in order.</p> <p>Amistad Read Alouds: Tarpley, Natasha Joe-Joe's First Fight 2003 Taylor, Jacqui African ABC 2005 Taylor-Butler, Christine and Devard, Nancy A Mom Like No Other 2004 Teague, Mark The Secret Shortcut 1999 Thomas, Joyce Carol Brown Honey and Broomwheat Tea 1996 Williams, Vera B. Three Days on a River in a Red Canoe 1984 Williams, Vera B. A Chair for My Mother 1984 Williams, Vera B. Something Special for Me 1986</p>
D <i>Experiences</i>	<p>Take class on a field trip to local museum that has an exhibit on immigration and/or American Indians.</p> <p>Children can learn more about cultural groups visiting these website www.unesco.org www.tolerance.org</p>
Resources	
<ul style="list-style-type: none"> ● Below level reader- Sharing Our Culture ● On level reader- What Makes Our Culture Special? ● Advanced reader- A Time Capsule for the Future ● Watch <i>Reading Rainbow: My America</i> from Discovery Education. ● Watch <i>Reading Rainbow: My America</i> from Discovery Education. https://google.discoveryeducation.com/learn/player/854bebd7-efba-4bcb-a43d-cfb7b2e9bae/ ● Watch <i>Johnny Appleseed</i> from Brainpop Jr. www.brainpopjr.com/ ● Watch <i>Folktales from around the world: Paul Bunyan</i> from Discovery Education https://google.discoveryeducation.com/learn/player/de27c726-a05a-4384-b258-6df6dda74b5f/ ● Dances and Dancers www.readworks.org ● Native American www.readworks.org 	
Suggested Time Frame:	28 days

Social Studies Curriculum Guide

Content Area:	Social Studies	Grade(s)	1
Unit Plan Title:	Chapter 6: Work in the Community		
Career Ready Standards			
<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>			
Overview/Rationale			
<p>Chapter 6 explores needs and wants. People can exchange goods and services to get what they need. Producers make goods and provide services. Consumers buy goods and services. We make choices as we spend, save, or donate money earned.</p>			
Standard(s)			
<ul style="list-style-type: none"> • 6.1.4.C.2 Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations. Chapter 6 Lessons 1, 4 • 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services. Chapter 6 Lessons 2, 3, 4,5, • 6.1.4.C.7 Explain how the global market and government influence the availability of private and public goods and services. Chapter 5 Lessons 2, 3, 4 • 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. Chapter 6 Lessons 2, 3, 4, • 6.1.4.C.3 Explain why <u>incentives</u> vary between and among producers and consumers. Chapter 6 Lessons 3 ,4, 5 • 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives. Chapter 6 Lesson 4 • 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community. Chapter 6 Lesson 4 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> • 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 		<ul style="list-style-type: none"> • RL.1.1. Ask and answer questions about key details in a text • W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Essential Question(s)			
<ul style="list-style-type: none"> • How do people get what they need? 			

Enduring Understandings

- People exchange goods and services to get what they need.
- Producers make goods and provide services. Consumers buy goods and services.
- Limited resources mean that we must make choices as we spend, save, and donate money.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
E	Global Awareness	E	Creativity and Innovation
T/A	Environmental Literacy	T/A	Critical Thinking and Problem Solving
T/A	Health Literacy	E	Communication
E	Civic Literacy	E	Collaboration
T/A	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- I can describe what a need is.
- I can describe what a want is.
- I can explain why we make choices.
- I can distinguish between a want and a need.
- I can explain why people use money.
- I can identify goods.
- I can identify services.
- I can distinguish between goods and services.
- I can identify goods and services used at home, at school, and in the community.
- I can identify the main idea in a paragraph.
- I can identify the details that support the main idea of the paragraph.
- I can define and describe who producers are.
- I can define and describe who consumers are.
- I can understand the relationship between consumers and producers.
- I can discover how producers market their goods.
- I can explain that a budget is a plan for how to use your money.
- I can learn how to make a budget.
- I can explain the difference between a want and a need.
- I can identify examples of goods and services.
- I can describe the costs and benefits involved when people exchange goods.
- I can identify examples of choices a buyer makes when buying goods and services.
- I can learn about the jobs people do at home.
- I can learn about the jobs people do in the community.

- I can learn about the jobs at school.
- I can learn how goods are transported in the community and from faraway places.
- I can describe what a primary source is.
- I can identify photographs as primary sources.
- I can identify information from primary sources.

Assessments

- Pre and Formative
- Summative
- Other assessment measures

Teaching and Learning Actions

Instructional Strategies
 ELL- Have children complete needs and want activity. Sort needs and wants and put the needs together and the wants together
 - Display images of several images of goods and services. Help children identify each one if needed.
 - With guidance and support, have children draw one consumer and one producer. Have children practice using vocabulary words with a partner.
 - Have children act out the jobs. Encourage children to practice asking questions about each job you perform.

SE: Implement the IEP accommodations and modifications
 -Have students locate examples of goods and services in a newspaper
 -Provide a word bank in the writing center that includes the vocabulary words

504: Implement the individualized plan to fidelity.

G/T: Interview the custodian, school nurse, and

Introduce the Essential Question: How do people get what they need?
Video: online essential question is asked students share ideas from video
Interactivity: online children will apply understanding their understanding of the essential question
Audio: go online to listen to the recording and sing the song “Needs and Wants”
Quest Project Based learning: Help Same Make a Money Plan
Interactivity: Explore some things Sam can do.

Lesson 1: Needs, Wants, and Choices
 Vocabulary: needs, wants, choice
Interactivity: go online and lead a discussion to get children excited about the content of this lesson.
Quest project connection lesson 1: discuss money can be limited and sometimes we need to make a choice between two wants
Interactivity: go online so children can explore needs and wants, which will help them complete the Quest.
Lesson 1 Check: understand Quest connection (making a choice)
 Interactivity: go online to complete the interactive Lesson Review activity and evaluate children’s understanding of key objectives in lessons.
 Assessment: Have children go online to take a five-question quiz

Lesson 2: Goods and Services
 Vocabulary: goods, services
Interactivity: go online and lead a discussion to get children excited about the content of this lesson.
Quest project connection lesson 2: discuss goods and services we see at school, home, and in the community.
Interactivity: go online so children can explore goods and services, which will help them complete the Quest.
Lesson 2 Check: understand Quest connection (goods and services you might want to buy)
 Interactivity: go online to complete the interactive Lesson Review activity and evaluate children’s understanding of key objectives in lessons.
 Assessment: Have children go online to take a five-question quiz

Literacy Skills: Identify Main Idea and Details

<p>secretary, asking them to explain what skills they need to complete their jobs. Report to the class to add to the book.</p> <p>-Research additional food pioneers, including George Washington Carver</p>	<p><u>Interactivity</u>: go online to find three-part skills lesson on identifying main idea and details. Children can learn, practice, and apply the skills.</p> <p>Lesson 3: Producers and Consumers</p> <p>Vocabulary: producer, consumer, market</p> <p><u>Interactivity</u>: go online and lead a discussion to get children excited about the content of this lesson.</p> <p>Lesson 3 Check:</p> <p>Interactivity: go online to complete the interactive Lesson Review activity and evaluate children’s understanding of key objectives in lessons.</p> <p>Assessment: Have children go online to take a five-question quiz</p> <p>Lesson 4: We Spend, Budget, and Save</p> <p>Vocabulary: spend, budget, donate, save</p> <p><u>Interactivity</u>: go online and lead a discussion to get children excited about the content of this lesson.</p> <p><u>Quest project connection lesson 4</u>: discuss how Stan can divide his money</p> <p><u>Interactivity</u>: go online so children can explore making a budget, which will help them complete the Quest.</p> <p><u>Lesson 4 Check</u>: understand Quest connection (needs, wants, saving)</p> <p>Interactivity: go online to complete the interactive Lesson Review activity and evaluate children’s understanding of key objectives in lessons.</p> <p>Assessment: Have children go online to take a five-question quiz</p> <p><u>Critical Thinking Skills</u>: Analyze Costs and Benefits</p> <p>Interactivity: go online and find a three-part lesson on analyzing costs and benefits. Children can learn, practice, and apply the skill.</p> <p><u>Lesson 5</u>: Specialized Work</p> <p>Vocabulary: job, work</p> <p><u>Interactivity</u>: go online and lead a discussion to get children excited about the content of this lesson.</p> <p><u>Lesson 5 Check</u>:</p> <p>Interactivity: go online to complete the interactive Lesson Review activity and evaluate children’s understanding of key objectives in lessons.</p> <p>Assessment: Have children go online to take a five-question quiz</p> <p><u>Primary Source</u>: Photograph: Loading Trucks</p> <p><u>Citizenship</u>: Sophie Cubbison – Health Food Pioneer</p> <p><u>Assessment</u>: Chapter 1 review workbook</p> <p>Games children practice chapter vocabulary by playing online games</p> <p>Chapter 6 assessment: can be done online or pencil and paper</p> <p><u>Quest Findings</u>: Help Stan write a plan</p>
<p><i>Activities</i></p>	<p>Lesson 1: Make a class book of needs and wants. Divide class into two groups- needs and wants. Students will draw things people need to live and things people want.</p> <p>Lesson 2: Act it out: Create a word web of service jobs children can do at home or</p>

	<p>people do in the community. Students will call out or act out the services.</p> <p>Lesson 3: Students will set up a market with a variety of goods and place sticky notes on the goods to show the price of each item. Have students take turns being the producers and consumers.</p> <p>Lesson 4: Have students draw a picture to show an example of choices families make when buying goods and services. Have children share their picture with a partner.</p> <p>Lesson 5: Brainstorm different jobs people do and write a list on chart paper. Invite volunteers to come up and act out one worker from the class created list.</p>
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<p>D</p> <p><i>Experiences</i></p>	<p>Go online to visit the U.S. Mint at https://www.usmint.gov/kids (games and story of a coin)</p> <p>How a dollar is made http://kids.usa.gov/watch-videos/money/money-factory/index.shtml</p>
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Resources

- Below level reader- How to Make Decisions
 - On level reader- Weighing Costs and Benefits
 - Advanced reader- Making the Best Decisions
 - Organize goods and services provided by communities as well as the jobs people have in communities. <https://www.econedlink.org/resources/communities-what-they-provide-for-us/>
 - In this economics lesson, students will create communities to learn how they provide goods and services. <https://econedlink.org/wp-content/uploads/2019/04/City-Planning-Designs.pdf>
 - <https://econedlink.org/wp-content/uploads/2019/04/City-Planning-Designs.pdf>
 - <https://econedlink.org/wp-content/uploads/2019/04/House-Cut-Out.pdf>
 - <https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=101>
- The Little Red Hen is a Producer and a Consumer
- In this economics lesson, students will use real-world examples to understand how consumers and producers interact. <https://www.econedlink.org/resources/the-little-red-hen-is-a-producer/>
 - Distinguish between consumers and producers. https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em464_dragndrop_v2_save.swf&lid=464
 - Provide real-world examples of consumers and producers. https://archive.econedlink.org/interactives/html/464/em464_dragndrop_v2_save_2_html5.php
 - Watch *Goods and Services* from Brain Pop Jr. www.brainpopjr.com
 - Watch *Economy in and between Communities* from Discovery Education <https://google.discoveryeducation.com/learn/player/bc068f1a-50e1-4909-8691-620790475d33/>.
 - Watch *Saving and Spending* from Brain Pop Jr. www.brainpopjr.com/
 - Watch *Exploring Communities and it's Workers* from Discovery Education <https://google.discoveryeducation.com/learn/player/76114aa6-c9d0-4f27-a38f-7e194994d410/>

<p>Suggested Time Frame:</p>	<p>27 days</p>
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Hats Off to Hair!

by
Virginia Kroll

Charlesbridge Publishing, Watertown, MA, 1995
Recommended for Grades K-1, Picture bok

Synopsis

A variety of hairstyles lets the reader know the uniqueness of hair color and fashion while also demonstrating the uniqueness of each person. Beautiful paintings show children of many cultures enjoying their hairdos and because they are pictured so lovingly, they are accepted. A glossary of 36 styles is included.

This simple picture book elicits discussion when children choose the styles that appeal to them or when they challenge themselves by exploring different cuts.

Objectives

- To understand that what is on the outside may change from person to person.
- To understand that variety in human characteristics makes for an interesting environment.

Pre-Reading Activity

- Have children bring in two photographs of themselves showing different haircuts. Allow children to tell about what was happening on that day and how they felt.
- Discuss how much or little the changed hairstyles also changed the way the children look.

Discussion Questions

Note to teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building throughout the story.

- Which hairstyle best suits you? Why?
- Which hairdos are most different than what you are used to?
- What would it be like if everyone had the same hairstyle?
In discussing the hairstyles of different cultures, emphasize that the differences are to be appreciated. Some styles are the result of traditions that stem from religion, necessity or even politics.
- Tiny Tebogo has peppercorn fuzz. How do you think that style got its name? What is a peppercorn?
(Bring in whole peppercorns to show where the idea for the name comes from).
- Yoel and Shmuel wear sidecurls and a hat. Have you ever seen children wear this style?

Among Hasidic Jews, a boy's third birthday is celebrated with his first haircut, leaving on the sidecurls.

- Why do you think Shoi-ming grew his hair into a three-foot long queue?
During the Manchu Dynasty, Chinese men were required to grow a queue to show their loyalty to the emperor. It was forbidden to have it cut. If you left China and wanted to return, you could only do so if you had your queue intact.

Activities

- Draw a portrait of yourself without hair. Choose one of the cuts from the story to replace your hair. Or design a new style for yourself.
 - Write a sentence below your picture telling if you think you are a different person on the inside. Explain why or why not?
-

Lovable Lyle

by

Bernard Waber

Houghton Mifflin Company, Boston, 1997

Recommended for Grades K-1

Synopsis

Lyle was a lovable crocodile who lived with the Primm family. Everyone loves Lyle - the baker, the ice cream man, and all the children in the neighborhood. One day, Lyle received a hate letter that upset him greatly because he realized that he now had an enemy. After receiving the hate mail, he tried even harder to be a more lovable crocodile. No one knew who sent him the mail until one day Mrs. Primm caught the writer and discovered the reason little Clover Sue Hipple hated Lyle. Mrs. Primm decided to invite Mrs. Hipple to tea to dispel any prejudices and fears that she harbored about Lyle. The tea wasn't successful and Mrs. Hipple walked away even more displeased and wanted to have Lyle arrested. The next week Clover almost drowned while swimming but Lyle rescued her. He was rewarded for his heroism.

This book is an old time favorite that teaches what happens when one is prejudiced and doesn't want certain animals living in the neighborhood.

Quote

"Clover dear, please don't run away." cried Mrs. Primm,

"I would like to speak with you...about Lyle. Has Lyle done something to make you angry with him?"

"He takes my friends away from me," Clover burst out.

"He what?"

"He takes my friends away from me," the little girl said again. "When Lyle comes out, my

friends run away. They run to play with him all the time. I never have fun when Lyle is around."

"But why can't you play with Lyle too?" asked Mrs. Primm.

"Because."

"Because of what?"

"Because I'm not allowed. My mother said I'm not allowed to play with crocodiles."

Objectives

- To explain why people chose to think and act in caring or in hurtful ways
- To recognize that each person must be responsible for the things s/he says and does
- To understand that when a person or group is being bullied and hurt by others, that some people try to help those being hurt, some people do nothing, some people will join the bullies
- To think about and explain ways that a person can be more thoughtful and considerate of others

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Who are the people who love Lyle?
- Why do they love Lyle?
- Why would anyone want to send Lyle hate mail?
- What did Lyle do after he received the hate mail?
- What was brazenly painted on a fence about Lyle?
- Who sent Lyle the hate mail and why?
- What did Mrs. Primm do to help resolve the hate situation with Lyle?
- How did Mrs. Hipple react to the invitation?
- What happened at the tea?
- Who saved Clover at the beach?
- How did Mrs. Hipple react to Lyle after he saved her daughter Clover?
- What lessons can we learn from this book?

Activities

- Let students make a bulletin board showing acts of kindness.
- Compare the story with **A Pig Is Moving In!** How is the story the same and how is it different?
- Make a welcome basket for a new neighbor or seniors or a nursing home.
- Have students design badges about how prejudice or discrimination is wrong.
- How can we be kind to animals? To people?

Other Suggested Sources

- **The Berenstain Bears New Neighbors** by Stan and Jan Berenstain.
Teaches valuable lesson about the dangers of bigotry and prejudice. NY: Random House, 1994
- **The Sneetches** by Dr. Zeuss. Story about prejudice.

Videos

- **"Dr. Seuss on the Loose."** It contains **"The Sneetches."** Playhouse Video. A Division of CBS/Fox Video, 1211 Avenue of the Americas, NYC, NY 10036-K and up
- **Lambchop.** With Sherry did a wonderful episode called **"Prejudice."** 30 min. PBS Television
- **"Dumbo."** Walt Disney Production, 1941. 60 Min. Teaches about prejudice

For the Teacher

Free To Be You and Me And Free To Be A Family by Marlo Thomas and Friends. Poetry, songs and stories for all ages. **K and up.** It celebrates the diversity and individuality of all children. Running Press. ISBN 0762403276, reprinted in 1997. There is also a CD by the same title available for the music.

A Pig Is Moving In!

by
Claudia Fries

Orchard Books, 2000
Recommended for Grades K-1

Synopsis

Henrietta Hen, Doctor Fox and Nick Hare all live in the same apartment building. One day, Theodore the Pig moves in and all three prejudge the new neighbor. Since he is a pig they assume that he will be messy. All three didn't look forward to having him as a neighbor. They each behaved in an unfriendly and prejudiced fashion as they saw him move in. He dropped things, messed the stairs with flour, and each one assumed that the other had cleaned up. To their surprise, they learned that Theodore the Pig had cleaned the mess each time. In fact, Theodore ran a lovely and neat house and invited the three in when they came to complain about his messy moving. After that, a permanent bond is made between the four animals and they saw their lovely new neighbor in a different way.

Quote

"That does it," declared Henrietta, Nick and Doctor Fox. "If a pig wants to live in our building, he must behave properly or he will have to go!"
And they marched upstairs to tell him."

Objectives

- To understand that people are different and those differences make us special.
- To understand that each one of us is unique and special.
- To explain how each difference in people potentially enriches all people.
- To understand how words can hurt us or can make us feel good.
- To understand that we have rules to guide us and keep us safe as we live and work in our homes, classroom, and in our neighborhood.
- To explain what a friend is and how a friend acts.

Pre-Reading Activities

- In the beginning of the year, welcome a new student into class.
- How can the animal kingdom be compared to human beings?
- If someone new moves into the block, give them a welcome basket.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why did Henrietta Hen, Nick Hare, and Doctor Fox act in the way they did?
- How did they welcome their new neighbor Theodore?
- How did Theodore present himself?

- Why did the neighbors pre-judge Theodore?
- How did Theodore win over his neighbors?
- How does the story end?
- What is the moral of the story?

Activities

- Read Aloud: **The Berenstain Bears New Neighbors** by Jan and Stan Berenstain. Compare the two stories, find differences and similarities.
- Have the students act the parts of the animals (they love to play act). Get costumes, if possible.
- Prepare the welcome basket and give it to a needy family or new neighbor.
- See the video: "**The Sneetches.**"

Other Suggested Sources

- **The Sneetches** by Dr. Seuss. Everyone in the story learns a lesson on prejudice.
- **We're Different, We're the Same** by Bobbi Jane Kates. New York: Random House, 1992.
- **We Are Alike..We Are Different** by Cheltenham Elementary School Kindergartners. New York: Scholastic,1991
- **The Ugly Duckling** by Hans Christian Anderson.

Resources for the Teacher

- **Free to Be....A Family** by Marlo Thomas and Friends. A book about all kinds of belonging. Ed. by Christopher Cerf. New York: Bantam Books,1987. "*Thank You,*" p.154 and p. 171. CD of same title available for music.

Whoever You Are

by
Mem Fox

Harcourt Brace and Co, NY, 1997
Recommended for grades K-1 Picture book

Synopsis

Simply written by Mem Fox and beautifully illustrated by Leslie Staub, the book expresses, that despite all the differences of all the children in the world, there are similarities that bind the human race together, the feelings of joy, pain and love. The children's skin colors may vary, they may live in different types of houses and countries and may learn in a different ways and their languages may be different, yet in their hearts they share feelings in common.

Quote

"Whoever you are and wherever you are, there are little ones just like you all over the world."

Objectives

- To understand the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.
- To understand that each one of us is unique and special
- To recognize and list differences in people
- To understand concepts of respect, trust, and caring of self and others
- To explain what a friend is and how a friend acts

Pre-Reading Activities

- Take out a globe and study where the different ethnic groups come from in the book.
- See how many different ethnic groups are present in the classroom.
- Have some of the students bring in pictures of their families in ethnic costumes or find photographs of ethnic costumes.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- How does the author show the different ethnic cultures?
- Where does she show differences?
- Where does she show similarities?
- In what ways are the children the same?
- In what ways are the children different?

Activities

- Have the students make paper dolls and dress them in the different ethnic costumes.
- Make a collage using different magazines cut outs to show the different ethnic groups.
- Have a cooking feast using the different recipes of different groups.
- Study the various customs and ceremonies of different groups.

Other Suggested Sources

- **All Kinds of Children** by Norma Simon. Focusing on similarities rather than differences. Albert Whitman & Co, 1999
- **Hats Off to Hair** by Virginia Kroll. A variety of hairdos lets the reader know the uniqueness of each person.
- **We Are Alike...We Are Different** by Cheltenham Elementary School Kindergarteners. Asks questions, how are we alike, how are we all different. NY: Scholastic Inc., 1991.

Teacher Resources

- **International Playtime: Classroom Games from Around the World** by Wayne E. Nelson and Henry Glass. Fearon, 1992 (Social Studies School Service)
- **Beyond Heroes and Holidays**. A Practical Guide to K-12, Anti-racist, Multicultural Education and Staff Development. Edited by Enid Lee, Deborah Menkart, Margo Okazawa-Rey. Network of Educators on the Americas, Washington, DC. Order from NECA, PO Box 73038, Washington, DC 800-763-9131.