

**Toms River Regional Schools  
SOCIAL STUDIES  
CURRICULUM**

**Content Area: Social Studies**

**Course Title: Elementary**

**Grade Level: Grade K**

**Unit Plan 1:  
All About Family**

**September- October**

**Unit Plan 2:  
All About Communities**

**November - December**

**Unit Plan 3:  
Community Workers  
Working Together**

**January - February**

**Unit Plan 4:  
History: Women In History**

**March - April**

**Unit Plan 5:  
Our Country**

**May-June**

**Unit Plan 6:  
Culture  
Celebrating our Heritage**

**On-going**

**Date Created: August 4, 2014**

**Board Approved on: October 21, 2014**

## Unit One Overview

**Content Area:** Social Studies

**Unit Title:** All About Families

**Target Course/Grade Level:** Social Studies/K

### Unit Summary

People make up families. Families work together. Families are different. Families take care of each other. Describe characteristics of oneself, one's family, and others. Understand family rules and traditions.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**9.1 21<sup>st</sup> Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)**

## Learning Targets

### Content Standards

#### New Jersey Social Studies Standards

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

#### Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Literature K-5: RL.K.1-K.7, K.9, K.10
- Reading Standards for Informational Text K-5: RI.K.1–K.10
- Writing Standards K-5: W.K.2, K.3, K.5, K.7, K.8
- Speaking and Listening Standards K-5: SL.K.1-K.6
- Language Standards K-5: L.K.1, K.2, K.4-K.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.P.D.1	Individuals and families have unique characteristics
6.1.P.D.2	Families have different roles and traditions
6.1.P.D.3	There are many different cultures within the classroom and community
6.1.P.D.4	Respect other cultures with the classroom and community
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"><li>• How is everyone special?</li><li>• Who is in your family?</li><li>• What can you do to help your family?</li><li>• What are your family's traditions?</li></ul>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• Everyone is special and unique.</li><li>• I am special.</li><li>• Family members help each other.</li><li>• Families have traditions that are unique to them.</li></ul>

**Unit Objectives***Students will ...*

- Learn that families are different.
- Recognize that members of a family work together for the common good.
- Name members of their family.
- Use literature to increase knowledge about families
- Identify family traditions.

**Unit Objectives***Students will be able to...*

- Identify individual family members.
- Identify the characteristics of different family members.
- Discuss different types of families.
- List ways to help out their families.

**Evidence of Learning****Formative Assessment**

- Classroom Discussion
- Anecdotal Notes
- Presentations or Projects
- Cooperative Learning Groups
- Open Ended Questions

**Summative Assessment**

- Participation and teacher observation
- District benchmarks
- Anecdotal records
- Student Report Card grades

## **Modifications (ELLs, Special Education, Gifted and Talented)**

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### **Special Education:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Literature:**

**Wonders Resources: Start Smart**

[The Ugly Duckling](#)

[The Three Sisters](#)

[Tikki Tikki Tempo](#)

[Teddy's Week](#)

[I Can!](#)

[We Can Help!](#)

**Websites:** <http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

<http://primarygames.com>

<http://goodnightstories.com/>

<http://bensguide.gpo.gov/k-2/government/index.html>

<http://www.cdm.org>

<http://www.planning.org/kidsandcommunity/>

<http://www.pbskids.org>

[http://www.pacificislandtravel.com/nature\\_gallery/howtoreadamap.htm](http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm)

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21<sup>st</sup> Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.

[NJ Standards 9 Introduction](#)

[21st-Century Life and Career Standards \(with links to CPIs\)](#)

- As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- PBL (Problem Based Learning) tasks found through the resources can be adapted to address various historical/cultural units.
- In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
- The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
- Students must engage in technology applications integrated throughout the curriculum.
- Civics, geography, economics, and the use of primary sources must be integrated throughout the

## Unit 2 Overview

**Content Area:** Social Studies

**Unit Title:** All About Communities

**Target Course/Grade Level:** Social Studies/K

### Unit Summary

Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities people help each other and follow rules. Transportation and communication in communities have changed over time.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**9.1 21<sup>st</sup> Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

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**For further clarification refer to NJ World Class Standards Introduction at [www.nicccs.org](http://www.nicccs.org)**

## Content Standards

### New Jersey Social Studies Standards

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

### Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Literature K-5: RL.K.1-K.7, K.9, K.10
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- Speaking and Listening Standards K-5: SL.K.1-K.6
- Language Standards K-5: L.K.1, K.2, K.4-K.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
6.3.4.A.1	Evaluate what makes a good rule or law.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"><li>• What is a community?</li><li>• What are neighbors?</li><li>• What different kinds of communities are there?</li><li>• What are laws?</li><li>• What is a good citizen?</li></ul>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• A community is a place where people live, work, and have fun together.</li><li>• A neighbor is someone who lives in the same neighborhood.</li><li>• There are suburban, rural, and urban areas.</li><li>• Laws are rules people in a community must follow.</li><li>• A good citizen is a member of the community who helps others.</li></ul>

**Unit Objectives***Students will ...*

- Learn that people live in communities.
- Recognize that community members work together for the common good.
- Recognize the characteristics of cities, suburbs, and rural areas.
- Identify the significance of community landmarks.
- Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different.
- Identify changes in communication and transportation and explore ways that these changes have affected people's lives.
- Identify the qualities of good citizenship and recognize ways to show good citizenship
- Recognize the way rules and laws help communities.

**Unit Objectives***Students will be able to...*

- Identify where they live using a world address.
- Discuss why communities exist.
- Identify the characteristics of different communities, including specific landmarks.
- Discuss different types of transportation and communication available in their community.
- Apply the qualities of good citizenship by following rules and laws.
- List ways rules and laws help people.

**Evidence of Learning****Formative Assessment**

- |                             |                               |
|-----------------------------|-------------------------------|
| • Classroom Discussion      | • Portfolios                  |
| • Anecdotal Notes           | • Cooperative Learning Groups |
| • Presentations or Projects | • Open Ended Questions        |

**Summative Assessment**

- |   |                              |
|---|------------------------------|
| • Participation and teacher observation | • District benchmarks        |
|   | • Anecdotal records          |
|   | • Student Report Card grades |

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
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**Special Education:**

- Allow extra time to complete assignments or tests
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**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
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- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher**

**Resources:**

*Franklin’s Neighborhood* by Paulette Bourgeois

*Uptown* by Bryan Collier

*Next Stop Grand Central* by Maira Kalman

*Town and Country* by Alice Provensen and Martin Provensen

*Madlenka* by Peter Sis

*Mei-Mei Loves The Morning* by Margaret Tsubakiyama

*Grandpa’s Corner Store* by Dyanne Disalvo-Ryan

*Yard Sale!* by Mitra Modarressi

**Websites:**

<http://scholastic.com> <http://lessonplanet.com>

<http://brainpop.com> <http://primarygames.com>

<http://goodnightstories.com>

<http://socialstudiesforkidss.com>

<http://www.planning.org/kidsandcommunity/>

<http://www.pbskids.org>

<http://benguide.gpo.gov/k/govement/index.html://>

[www.edm.org](http://www.edm.org)

**Wonders Resources: Unit 3**

[How Do Dinosaurs Go to School?](#)

[The Little Boy Who Cries Wolf](#)

[Be Safe!](#)

[Please Take Me for a Walk](#)

[Field Trips](#)

[A Neighborhood](#)

## Teacher Notes:

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- The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
- Students must engage in technology applications integrated throughout the curriculum.

<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Communities Workers/ Working Together	
<b>Target Course/Grade Level:</b> Social Studies/K	
<b>Unit Summary</b> By working, people get the things they need and want. Some people are producers, but all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.	
<b>Primary Interdisciplinary Connections:</b> ELA, Math, Science, Physical Education, Art, and Drama	
<b>21<sup>st</sup> Century Themes:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe. <b>9.1 21<sup>st</sup> Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. <b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. <b>9.3 Career Awareness, Exploration, and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. <b>9.4 Career and Technical Education</b> All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. <b>For further clarification refer to NJ World Class Standards Introduction at <a href="http://www.nicccs.org">www.nicccs.org</a></b>	
<b>Content Standards</b>	
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<ul style="list-style-type: none"> <li>• <b>6.1 U.S. History: America in the World:</b> All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li> <li>• <b>6.3 Active Citizenship in the 21<sup>st</sup> Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
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<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.C.2	<b>Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations</b>
6.1.4.C.6	<b>Describe the role and relationship among households, businesses, laborers, and governments within the economic systems</b>

<b>6.1.P.B.2</b>	<b>Identify, discuss and role play the duties of a range of community workers</b>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why do people work?</li> <li>• What is a volunteer?</li> <li>• What are needs and wants?</li> <li>• What are goods and services?</li> <li>• What is a factory?</li> <li>• What is trade?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• People work to earn money.</li> <li>• Volunteers do important jobs without getting paid.</li> <li>• Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live.</li> <li>• Goods are things that are made or grown. A service is something that people do for others.</li> <li>• A factory is a building where things are made.</li> <li>• Trade is when we give something and then get something back.</li> </ul>	
<p><b>Unit Objectives</b> <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Understand that people work to earn money and help others.</li> <li>• Explain the choices people make about earning money.</li> <li>• Identify needs and wants.</li> <li>• Explain the choices people make about spending and saving.</li> <li>• Distinguish between goods and services.</li> <li>• Define trade.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain why people work.</li> <li>• List examples of needs and wants and discuss choices people make when earning, saving, and spending money.</li> <li>• Define goods and services.</li> </ul>	
<b>Evidence of Learning</b>		
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Classroom Discussion</i></li> <li>• <i>Anecdotal Notes</i></li> <li>• <i>Open Ended Questions</i></li> <li>• <i>Checklists</i></li> <li>• <i>Presentations or Projects</i></li> <li>• <i>Portfolios</i></li> <li>• <i>Cooperative Learning Groups</i></li> </ul>		

**Summative Assessment**

- Participation and teacher observation
- District benchmarks
- Anecdotal records
- Student Report Card grades

**Modifications (ELLs, Special Education, Gifted and Talented) ELL:**

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**Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**

Computer, Document cameras, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**

*The Night Worker* by Kate Banks *E-Mail*

by Larry Dane Brimner *Market Day* by

Lois Ehlert

*A Busy Day at Mr. Kang's Grocery Store* by Alice K. Flanagan

*Madlenka* by Peter Sis

*Joseph Had a Little Overcoat* by Simms Taback *Click Clack*

*Moo: Cows that Type* by Doreen Cronin *Trashy Town* by

Andrea Zimmerman

**Wonders Resources: Unit 4**

Whose Shoes?

Workers and Their Tools

Road Work

**Websites:**

<http://scholastic.com>

<http://lessonplanet.com>

<http://brainpop.com>

<http://congressforkids.net>

<http://bensguide.gpo.gov/k-2/symbols/index.html>

<http://worldatlas.com/aatlas/infopage/compose.htm>

<http://www.m-w.com/maps/mwmapssn.html>

<http://usflag.org/> <http://ipledgeallegiance.com/>

<http://www.songsforteaching.com/folk/mycountrytisofthee.php>

<http://www.state.gov/r/pa/ei/bgn/4142.htm>

<http://socialstudiesforkids.com>

## Teacher Notes:

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- Students must engage in technology applications integrated throughout the curriculum.
- Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> History/ Women in History	
<b>Target Course/Grade Level:</b> Social Studies/K	
<b>Unit Summary</b> Through literature we will discuss famous women. Learn how these women effected our lives, community and country.	
<b>Primary Interdisciplinary Connections:</b> ELA, Math, Science, Physical Education, Art, and Drama	
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<b>Content Standards</b>	
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<ul style="list-style-type: none"> <li>• <b>6.1 U.S. History: America in the World:</b> All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li> <li>• <b>6.3 Active Citizenship in the 21<sup>st</sup> Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.</b>	
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<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1.4.A.12</b>	<b>Explain the process of creating change at the local, state, or national level.</b>

<b>6.1.4.A.15</b>	<b>Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</b>
<b>6.1.4.A.16</b>	<b>Explore how national and international leaders, businesses, and global organizations promote human rights and promote aid to individuals and nations in need</b>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Who are famous women?</li> <li>• Why are they famous?</li> <li>• How have they change our lives?</li> <li>• What have them done to improve our community, state, and world.</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Women played an important part in the history of our country.</li> <li>• Women took non-traditional roles.</li> <li>• Women worked hard to improve the lives of others.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Identify famous women throughout history to present day.</li> <li>• Explain what they accomplished.</li> <li>• Through literature learn about the lives of famous women .</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Recognize famous women.</li> <li>• Describe what made them famous.</li> <li>• Explain how they changed the lives of many.</li> </ul>
<b>Evidence of Learning</b>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Anecdotal Notes</li> <li>• Presentations or Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Cooperative Learning Groups</li> <li>• Open Ended Questions</li> </ul>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Participation and teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• District benchmarks</li> <li>• Anecdotal records</li> <li>• Student Report Card grades</li> </ul>

**• Modifications (ELL, Special Education, Gifted and Talented) ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment needed:** Computer, Document cameras, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**

Amelia and Eleanor Go for a Ride by: Pam Munoz Ryan

America’s Champion Swimmer: Gertrude Ederle by David Adler

Betsey Ross by: Alexandra Wallner

I am Rosa Parks by: Rosa Parks

Minty: A Story of Young Harriet Tubman by: Jerry Pinkney

Rudy Bridges, Through My Eyes by: Rudy Bridges

**Websites:** <http://scholastic.com>

<http://lessonplanet.com>

<http://brainpop.com>

<http://www.census.gov/cgi-bin/gazetteer>

## Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21<sup>st</sup> Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.

[NJ Standards 9 Introduction](#)

[21st-Century Life and Career Standards \(with links to CPIs\)](#)

- As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- PBL (Problem Based Learning) tasks found through the resources can be adapted to address various historical/cultural units.
- In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
- The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
- Students must engage in technology applications integrated throughout the curriculum.
- Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

<b>Content Area:</b> Social Studies
<b>Unit Title:</b> Our Country
<b>Target Course/Grade Level:</b> Social Studies/K
<p><b>Unit Summary</b></p> <p>A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.</p>
<p><b>Primary Interdisciplinary Connections:</b> ELA, Math, Science, Physical Education, Art, and Drama</p>
<p><b>21<sup>st</sup> Century Themes:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.</p> <p><b>9.1 21<sup>st</sup> Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p><b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p> <p><b>9.3 Career Awareness, Exploration, and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p><b>9.4 Career and Technical Education</b> All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p> <p><b>For further clarification refer to NJ World Class Standards Introduction at <a href="http://www.nicccs.org">www.nicccs.org</a></b></p>
<p><b>Content Standards</b></p> <p><b>New Jersey Social Studies Standards</b></p> <ul style="list-style-type: none"> <li>• <b>6.1 U.S. History: America in the World:</b> All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li> <li>• <b>6.3 Active Citizenship in the 21<sup>st</sup> Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul> <p><b>Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.</b></p> <ul style="list-style-type: none"> <li>• Reading Standards for Literature K-5: RL.K.1-K.7, K.9, K.10</li> <li>• Reading Standards for Informational Text K-5: RI.K.1–K.10</li> <li>• Writing Standards K-5: W.K.2, K.3, K.5, K.7, K.8</li> <li>• Speaking and Listening Standards K-5: SL.K.1-K.6</li> <li>• Language Standards K-5: L.K.1, K.2, K.4-K.6</li> </ul>

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1.4.A.1</b>	<b>Explain how rules and laws created by community, state, and national governments</b>
<b>6.1.4.D.6</b>	<b>Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</b>
<b>6.1.4.D.18</b>	<b>Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</b>
<b>6.1.4.D.19</b>	<b>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</b>
<b>6.3.4.A.1</b>	<b>Evaluate what makes a good rule or law.</b>
<b>6.3.4.A.2</b>	<b>Contact local officials and community members to acquire information and/or discuss local issues.</b>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What makes a good citizen?</li> <li>• What does a good citizen act?</li> <li>• What are some symbols that represent the United States?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• A good citizen makes his or her country and community a better place.</li> <li>• A good citizen follows the rules.</li> <li>• The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States.</li> </ul>
<b>Unit Objectives</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Identify different types of groups.</li> <li>• Explain the need for groups to have rules.</li> <li>• Explain the need for rules and laws in the home, school, and community.</li> <li>• Give examples of rules or laws that establish</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Distinguish between different types of groups and explain the need for rules in all groups.</li> <li>• Define rules and laws.</li> <li>• Illustrate a leader in the community, state, or</li> </ul>
<ul style="list-style-type: none"> <li>order, provide security, or manage conflict.</li> <li>• Identify leadership roles in community, state, and country.</li> <li>• Describe the responsibilities and characteristics of a good leader.</li> <li>• Identify the qualities of good citizenship as demonstrated by ordinary people.</li> <li>• Identify and use voting as a way to make decisions.</li> <li>• Identify symbols of national identity, such as our flag and the Pledge of Allegiance.</li> <li>• Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.</li> <li>• Demonstrate understanding and skills through material such as songs.</li> </ul>	<ul style="list-style-type: none"> <li>country.</li> <li>• List the responsibilities and characteristics of a good leader.</li> <li>• Define the qualities of a good citizen in their community.</li> <li>• Discuss how the community makes decisions</li> <li>• List historical figures who exemplify characteristics of good citizenship.</li> <li>• Listen to and discuss patriotic songs.</li> </ul>

## Evidence of Learning

### Formative Assessment

- Classroom Discussion
- Anecdotal Notes
- Open Ended Questions
- Portfolios
- Cooperative Learning Groups

### Summative Assessment

- Participation and teacher observation
- Student Report Card grades
- District benchmarks

### Modifications (ELL, Special Education, Gifted and Talented)

#### ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

#### Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
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- Follow all IEP modifications/504 plan

#### Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
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- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**

*Woodrow, the White House Mouse* by P.C. Barnes *The*

*American Flag* by Patricia Ryon Quiri

*If I Were President* by Catherine Stier

*A Big Cheese for the White House: The True Tale of a Tremendouse Cheddar* by Candace Fleming

*So You Want To Be President* by Judith St. George

**Wonder Resources: Unit: 8**

[Ana Goes to Washington DC](#)

[See Our Country](#)

[The Best of the West](#)

**Websites:** <http://socialstudiesforkids.com>

<http://brainpop.com> <http://congressforkids.net>

**Teacher Notes:****• Teacher Notes:**

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**Content Area:** Social Studies

**Unit Title:** Celebrating our Heritage

**Target Course/Grade Level:** Social Studies/K

**Unit Summary**

Holidays will be discussed during the appropriate time of the school year.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**9.1 21<sup>st</sup> Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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**Content Standards**

**New Jersey Social Studies Standards**

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<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>6.1.4.A.9</b>	<b>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</b>
<b>6.1.4.A.10</b>	<b>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.</b>
<b>6.1.4.D.13</b>	<b>Describe how culture is expressed through and influenced by the behavior of people.</b>
<b>6.1.4.D.17</b>	<b>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</b>
<b>6.1.4.D.18</b>	<b>Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</b>
<b>6.1.4.D.19</b>	<b>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</b>
<b>6.3.4.A.2</b>	<b>Contact local officials and community members to acquire information and/or discuss local issues.</b>
<b>6.3.4.A.3</b>	<b>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</b>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is Labor Day?</li> <li>• What is Thanksgiving?</li> <li>• What is Dr. Martin Luther King Jr. Day?</li> <li>• What is Presidents' Day?</li> <li>• What is Memorial Day?</li> <li>• What is Independence Day?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that ...</i> <ul style="list-style-type: none"> <li>• Labor Day is when we show respect for our country's working people.</li> <li>• Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.</li> <li>• Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.</li> <li>• Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.</li> <li>• Memorial Day is when we show respect for the soldiers who died for our country.</li> <li>• Independence Day is when we celebrate our country's birthday.</li> </ul>

**Unit Objectives**

**Students will know...**

- Explain how selected celebrations reflect an American love of individualism and freedom.
- Discuss how holidays reflect our local and national heritage

**Unit Objectives**

**Students will be able to...**

- Identify major holidays and relate how different people celebrate them.
- Explain why certain holidays are related to history.

**Formative Assessment**

- Classroom Discussion
- Anecdotal Notes
- Presentations or Projects
- Portfolios
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- Open Ended Questions

**Summative Assessment**

- Participation and teacher observation
- District benchmarks
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**Literature:**

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*Thanksgiving is for Giving Thanks* by Margaret Sutherland and Sonja Lamut

*What is Thanksgiving?* by Michelle Medlock Adams

*In November* by Cynthia Rylant

*A Picture Book of Martin Luther King, Jr.* by David A. Adler

*Martin Luther King, Jr.* by Pam Parker

*Celebrating Presidents' Day* by Kimberly Jordano

*Presidents' Day* by David F. Marx *Memorial Day* by

Jacqueline S. Cotton *Memorial Day Surprise* by

Theresa Golding *Independence Day* by Trudy Stain

Trueit

*The Fourth of July Story* by Ashley Dagliess

**Websites:** <http://scholastic.com>

<http://lessonplanet.com>

<http://primarygames.com>

<http://congresskids.net>

<http://brainpop.com>