

**Elementary Schools  
Grade 1  
Social Studies  
Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton  
Superintendent**

**Denise Cleary  
Assistant Superintendent**

**Gregory Grasso  
Supervisor of Social Studies and Business**

**The Linden Board of Education adopted the Curriculum Guide on:**

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**August 26, 2021**

**Date**

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**Education - Item # 9**

**Agenda Item**

**Rationale**

**Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.**

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

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### **Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

### **Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

### **Social Studies Department Vision**

Know the past. Engage the present. Impact the future.

### **Social Studies Department Mission Statement**

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

### **Social Studies Department Goals**

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

## I. Course Description

Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential themes including self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.

## II. Course Instructional Materials

- Pearson myWolrd Interactive Social Studies
- Bring History Alive! (Sourcebooks for the United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

## III. Standards and NJDOE Mandates Guiding Instruction

### A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

### B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

<http://www.socialstudies.org/c3>

### C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available: <http://www.njamistadcurriculum.net>

### D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available: <https://www.nj.gov/education/holocaust/index.shtml>
- Resources available: <https://www.welcomingschools.org> and <https://www.lgbtqhistory.org/lesson-plans/>

### E. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available: <https://www.welcomingschools.org> and <https://www.lgbtqhistory.org/lesson-plans/>

### F. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Resources available: <https://asianamericanedu.org>

#### IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information/data relevant to the topics covered in each unit.

#### V. Pacing Guide

|                  |  |
|------------------|--|
| First Trimester  | Unit #1: Families Today and in the Past<br>Unit #2: People, Places, and Nature |
| Second Trimester | Unit #3: Government<br>Unit #4: People Who Supply Our Goods and Services       |
| Third Trimester  | Unit #5: Making a Difference<br>Unit #6: Our American Culture                  |

#### VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

|            |  |
|------------|--|
| Grades 1-3 | Active Citizenship<br>Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols. |
| Grade 4    | United States Geography<br>An introduction to the regions of the United States, with a focus on their history and development.   |
| Grade 5    | United States History<br>Settlement/Colonization to End of the American Revolution   |
| Grade 6    | Half Year – Civics<br>Half Year- World Geography   |
| Grade 7    | United States History<br>The American Revolution to Post Civil War Reconstruction  |
| Grade 8    | World History<br>Pre-history to global encounters  |
| Grade 9    | World History<br>Global encounters to modern times   |
| Grade 10   | United States History I<br>Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War   |
| Grade 11   | United States History II<br>Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today  |
| Grade 12   | Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science   |

## VII. Accommodations, Modifications, and Teacher Strategies

(specific recommendations are made in each unit)

| Instructional Strategies  | Gifted and Talent Accommodations and Modifications   | Special Education and At-Risk Accommodations and Modifications  | English Language Learners Accommodations and Modifications   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Teacher Presentation</li> <li>Student Presentation</li> <li>Class Discussion</li> <li>Socratic Discussion</li> <li>Reading for Meaning</li> <li>Inquiry Design Model</li> <li>Interactive Lecture</li> <li>Interactive Notetaking</li> <li>Compare and Contrast</li> <li>Research-Based</li> <li>Problem-Based</li> <li>Project-Based</li> </ul> <p><b>504 Plans</b></p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>walk, breathe, eat, or sleep</li> <li>communicate, see, hear, or speak</li> <li>read, concentrate, think, or learn</li> <li>stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>preferential seating</li> <li>extended time on tests and assignments</li> <li>reduced homework or classwork</li> <li>verbal, visual, or technology aids</li> <li>modified textbooks or audio-video materials</li> <li>behavior management support</li> <li>adjusted class schedules or grading</li> <li>verbal testing</li> <li>excused lateness, absence, or missed classwork</li> <li>pre-approved nurse's office visits and accompaniment to visits</li> <li>occupational or physical therapy</li> </ul> | <ul style="list-style-type: none"> <li>Allow for further independent research on topics of interest related to the unit of study</li> <li>Advanced leveled readers and sources</li> <li>Increase the level of complexity</li> <li>Decrease scaffolding</li> <li>Variety of finished products</li> <li>Allow for greater independence</li> <li>Learning stations, interest groups</li> <li>Varied texts and supplementary materials</li> <li>Use of technology</li> <li>Flexibility in assignments</li> <li>Varied questioning strategies</li> <li>Encourage research</li> <li>Strategy and flexible groups based on formative assessment or student choice</li> <li>Acceleration within a unit of study</li> <li>Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>Encourage students to move through content areas at their own pace</li> <li>After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul> | <ul style="list-style-type: none"> <li>Focus on the concept, not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> <li>Provide a cross-content application of concepts</li> <li>Ability to work at their own pace</li> <li>Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>Provide graphic organizers and/or highlighted materials</li> <li>Strategy and flexible groups based on formative assessment</li> <li>Differentiated checklists and rubrics, if available and appropriate</li> </ul> | <ul style="list-style-type: none"> <li>Focus on the concept, not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Guided notes with highlighted words and concepts</li> <li>Use of Merriam-Webster's ELL dictionary</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> <li>Provide a cross-content application of concepts</li> <li>Ability to work at their own pace</li> <li>Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>Provide graphic organizers and/or highlighted materials</li> <li>Strategy and flexible groups based on formative assessment</li> <li>Differentiated checklists and rubrics, if available and appropriate</li> </ul> |

## VIII. Social Studies Department Writing Rubric

|              |   | 1   | 2  | 3  | 4   |
|--------------|---|---|--|--|---|
| Introduction | Historical Background                               | Limited or no discussion of how the topic fits in its historical context  | Historical context is present but lacks detail   | The essay clearly places events, into a historical context   | The historical context is clear and accurate.   |
|              | Thesis (Topic Sentence)                             | thesis does not accurately address the question/has no claims   | the thesis is presented with 1 claim   | the thesis is presented with 2 claims  | the thesis is fully presented with 3 claims   |
|              | Supporting Evidence                                 | No evidence provided to support the thesis and its claims   | Evidence supports the thesis and 1 claim   | Evidence supports the thesis and 2 claims  | Evidence effectively supports the thesis and 3 claims   |
| Body         | Historical Knowledge                                | Lacks specifics historical knowledge  | Partially identifies historical knowledge  | Identifies relevant historical knowledge   | Identifies relevant historical knowledge that supports the evidence and claims  |
|              | Details to Support Evidence                         | Details are presented as generalized statements   | Details are present and partially supports some evidence and claims  | Details are relevant and support some evidence and claims  | Details are relevant, and support all evidence and claims   |
|              | Different Perspectives (5 <sup>th</sup> Grade ONLY) | does not acknowledge various interpretations of the topic, event, or issue  | Attempts to acknowledge various interpretations of the topic, event, or issue  | Effectively interprets various interpretations   | demonstrates an awareness of the reasons and circumstances that produced different interpretations.   |
| Conclusion   | Summarizes Topic Sentence and Evidence              | The conclusion is present but does not summarize the topic sentence and evidence  | The conclusion is present, topic sentence and evidence are partially summarized  | The conclusion is present, topic sentence and evidence are summarized and explained  | The conclusion is present, topic sentence and evidence are fully summarized and well explained.   |
| Style        | Organization and Structure                          | lacks a clear approach to answering the question  | organization and structure are present but could be better addressed   | is acceptable and does not take away from the overall quality of the essay   | is strong, clear, and well-focused arguments  |
|              | Grammar   | Does not demonstrate sentence mastery, uses no academic or domain-specific vocabulary   | Uses some repetitive yet correct sentence structure, uses limited academic and/or domain-specific vocabulary   | Uses correct and varied sentence structure, uses academic and/or domain-specific vocabulary appropriate for the audience and purpose   | Uses purposeful and varied sentence structure, uses precise academic and/or domain-specific vocabulary appropriate for the audience and purpose   |
|              | Conventions   | Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors | Capitalizes correctly and consistently with some errors, uses commas, apostrophes and end punctuation some of the time, uses quotation marks to indicate direct speech and quotations from a text some of the time and applies some above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors | Capitalizes correctly and consistently with minor errors, uses commas, apostrophes and end punctuation most of the time, uses quotation marks to indicate direct speech and quotations from a text most of the time and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors | Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors |

**Unit #1**  
**Rights and Responsibilities of Citizens**

**The Big Question**  
**Who is responsible for making and enforcing rules?**

**Stage 1-**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

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

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

**Enduring Understandings:**

- Citizens have rights and responsibilities, including voting for public officials.
- 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 government is to represent the citizens and provide services and protection.

**Students will know...**

- how to be a good citizen
- about my rights and responsibilities
- about rules and laws that we follow
- who our leaders are and how they help us
- how our government helps us
- how we choose leaders

**Learning Objectives:****Lesson 1: Acting as Good Citizens**

- Identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life.
- Demonstrate good citizenship in school and in the community.
- Explain the purpose for rules in the home, school, and community.
- Identify how a person can be a good sport.
- Understand key terms related to the lesson theme including citizen, rule

**Lesson 2: Rights and Responsibilities**

- Define responsibility, right, and cooperate.
- Identify and explain responsibilities at home and at school, including showing respect for oneself and for others.
- Identify and explain rights and the choices made as a member of a family and a class.
- Explain the importance of cooperating or working well together.
- Understand key terms related to the lesson theme including right, responsibility, cooperate, solve

**Lesson 3: Following Rules and Laws**

- Explain the purpose of rules and laws.
- Identify rules and laws that ensure fairness and safety.
- Discuss rules at home and at school.
- Identify the consequences of not following rules and laws.
- Understand key terms related to the lesson theme including law, consequence, cause

**Lesson 4: My Leaders**

- Explain who leaders are and why they are important.
- Identify leaders at home, school, and in the community.
- Identify the responsibilities of leaders at home, school, and in the community.
- Understand key terms related to the lesson theme including leader, guardian, create

**Lesson 5: My Government**

- Identify and describe the roles of public leaders in the community, state, and nation.
- Recognize that government leaders are citizens.
- Identify the state leaders.
- Understand key terms related to the lesson theme including government, mayor, governor, president

**Lesson 6: Making Choices in Government**

- Identify how people choose their leaders.
- Define and explain direct democracy and representative democracy.
- Explain and practice voting as a way of making choices and decisions.
- Understand key terms related to the lesson theme including vote, democracy, ballot, debate

**Instructional Mandates from the New Jersey Department of Education****Topics addressing the Amistad Commission Mandate...**



- Include in the discussion of African American government leaders of past and present including: President Barak Obama (first African American President), Senator Cory Booker (first African American Senator from NJ), Mayor Derek Armstead (first African American Mayor of Linden)

#### Topics addressing the Holocaust Commission mandate...

#### Topics addressing the Diversity, Equity, and Inclusion Mandate...

- “Be Who You Are”, From Welcoming Schools: A Project of the Human Rights Campaign Foundation, [https://assets2.hrc.org/welcoming-schools/documents/WS\\_Lesson\\_Be\\_Who\\_You\\_Are\\_Todd\\_Parr.pdf](https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Be_Who_You_Are_Todd_Parr.pdf).
- *Be Who You Are* by Todd Parr reminds kids that their unique traits are what make them so special. After reading, students will create a detailed drawing of themselves. This book and activity can provide an opportunity to discuss unique identities and gender expression with students. [K - 2]
- “Words that hurt and words that heal”, From Welcoming Schools: A Project of the Human Rights Campaign Foundation, [https://assets2.hrc.org/welcoming-schools/documents/WS\\_Lesson\\_Words\\_That\\_Hurt\\_Words\\_That\\_Heal.pdf](https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Words_That_Hurt_Words_That_Heal.pdf). Using the book, *One*, talk with students about bullying and standing up for each other. (Other books can be used with this lesson as well.) This lesson is featured in the HRC Welcoming Schools film, *What Can You Do? Bias, Bullying, & Bystanders*. [K – 4]

#### Addressing the Asian American and Pacific Islander Mandate...

#### **Common Misconceptions:**

Rights and Responsibilities - After learning about rights and responsibilities children may think that they are always two distinct things. Explain that some things we do are both a right and a responsibility. Say: Going to school is a right, but it is also a responsibility. It is your responsibility to go to school each day and to do your best. Voting is another right and responsibility. A long time ago, people could not vote. Many people fought for the right, and that is why it is a right today. Because people fought so hard for the right to vote, it is our responsibility to vote and have a say in who runs our community, state, and country.

### Stage 2- Evidence of Learning

#### **Formative Activities, Tasks, or Projects:**

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

#### **Summative Activities, Tasks, or Projects:**

Culminating Projects of the Unit

### Stage 3- Learning Plan

#### **Learning Plan**

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Project-Based Learning: Storyteller Sam Needs a Skit

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: Acting as Good Citizens

Lesson 2: Rights and Responsibilities  
Lesson 3: Following Rules and Laws  
Lesson 4: My Leaders  
Lesson 5: My Government  
Lesson 6: Making Choices in Government  
Literacy Skills: Distinguishing Fact From Fiction  
Critical Thinking Skills: Solve a Problem  
Primary Source: Artifact: Historic Voting Ballot  
Citizenship: Abraham Lincoln: Honest Abe

Synthesize  
Lesson Check (1 for each lesson)  
Lesson Review Interactivity (1 for each lesson)  
Chapter Assessment  
Chapter Test

Demonstrate  
Lesson Quiz  
Chapter Vocabulary Games  
Quest Findings: Write Your Skit  
TikaTok

### **Unit Specific Accommodations and Modifications:**

#### Support for English Language Learners:

- Speaking: Guide children to offer opinions on fairness.
- Entering: Demonstrate fairness by having every child help straighten up the classroom. Then you walk around as if you are the only one straightening the room. Point out that if the chore is shared that is more fair to you.
- Emerging: In small groups, have children offer their opinion about what fairness means. Ask: Does fair mean making sure everyone in the family has a chore? In order for children to share their opinion about fairness, encourage children to respond using the following sentence frame: I think being fair means \_\_\_\_\_.
- Developing: In small groups, encourage children to share their opinions about fairness. Have children work with their groups to list examples of fairness. Provide children this sentence frame to offer their opinions and negotiate with their group: I think/don't think \_\_\_\_\_ about fairness.
- Expanding: In small groups, encourage children to share their opinions about fairness. Have children work with their groups to list ways the skit can include examples of fairness. Provide the following sentence frames to offer their opinions and negotiate with their group: I think/don't think \_\_\_\_\_ about fairness. I agree/don't agree with \_\_\_\_\_ about fairness.
- Bridging: In small groups, have children offer opinions and negotiate with others about what fairness means. Provide the following sentence frames: I think/don't think \_\_\_\_\_. I agree/don't agree with \_\_\_\_\_.

#### Differentiated Instruction:

##### Use the following activities to differentiate instruction for children when discussing rules.

- Special Needs: Point out that children and their families follow rules at home. Ask them to name two rules they follow at home.
- Below Level: Point out that many places have rules, including homes and schools. Ask children to name some rules they follow at home and school.
- Advanced: Have children create a game about rules. Encourage them to use rules included in the text and other rules, too. Have them play the game with others to help teach them about rules.

### **Acting as Good Citizens**

#### Support for English Language Learners:

- Speaking: Create a concept web on the board. Label the center circle: Good citizens \_\_\_\_\_. Help children recall prior experiences of being good citizens.

- Entering: Have children point out examples of good citizens in their Worktext. Encourage them to use words or gestures to tell why the image shows good citizenship.
- Emerging: Role-play sharing a toy with a volunteer. Say: Good citizens share toys. Have children role-play with a partner and echo you. Record the words share toys in one of the surrounding circles on the concept web. Now ask children to recall something they do as good citizens and act it out. Encourage them to use words to describe the action, and record it on the concept web.
- Developing: Ask children to recall something they do as good citizens and act it out. Have them use words to describe the action and record it on the concept web.
- Expanding: Have children use this sentence frame to describe how they are good citizens: Good citizens . Encourage them to act out what they do as good citizens. Record the responses about their prior experiences on the concept web.
- Bridging: Have children use their own sentences to tell about their experiences of being good citizens. Encourage them to use complete sentences. Have them record their responses on the concept web.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing being a good citizen and sport.

- Special Needs: Point out that one way to be a good citizen is to be a good sport. Give children different scenarios, and ask if the person is a good sport or not. For example, say: Clay is playing soccer when a person on the other team falls. Clay helps him up. Is Clay a good sport? (yes) Julia is playing tag and gets upset when she is "it." Is Julia a good sport? (no)
- Below Level: Point out that one way to be a good citizen is to be a good sport. Ask children to name two ways a person can be a good sport.
- Advanced: Have children recall what it means to be a good sport. Then have pairs make a list of compliments they can use to show being a good sport, such as "Way to go!" and "Good game!"

### **Rights and Responsibilities**

#### Support for English Language Learners:

- Speaking: Have students use verbs and verb phrases to describe the pictures.
- Entering: Point to the picture and use gestures. Say: We have a right to learn. Have children repeat the sentence. Then use gestures as you say: We have a responsibility to put our books away when we are done. Have children repeat the sentence.
- Emerging: Ask children to act out a right and a responsibility they have. Encourage children to use clear, detailed verbs when describing the responsibility.
- Developing: Have children use these sentence frames as they access prior knowledge about their rights and responsibilities: We have a right to . We have a responsibility to .
- Expanding: Have children use their own sentences to tell about their rights and responsibilities. Remind them to use clear, detailed verbs when describing rights and responsibilities.
- Bridging: Have children tell what they know about other rights and responsibilities people have. Remind them to use clear, detailed verbs when describing rights and responsibilities.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing rights and responsibilities.

- Special Needs: List responsibilities that children may have in the classroom or at home. Have children raise their hands if they have this responsibility.
- Below Level: Mention responsibilities children have in the classroom, such as hanging up backpacks and raising their hand before speaking. Ask them to list other examples.
- Advanced: Have children draw pictures or write a list of responsibilities. If they draw pictures, have children add captions to their images.

### **Following Rules and Laws**

#### Support for English Language Learners:

- Speaking: Have children exchange information and ideas about rules.
- Entering: Have children look at the rules shown in the Worktext. Ask them to point to a rule they follow.
- Emerging: Point to the four pictures. Ask yes-no questions: Do we follow rules at home? Is it important to follow rules at school? Encourage children to act out the rules in the pictures and describe them in short phrases.
- Developing: Ask: What is a rule you follow at home? Have children point to one of the four pictures and use this sentence frame to describe it: One rule I follow at home is.
- Expanding: Have children point to one of the two home rules shown and say a complete sentence about one of the rules. Then have children identify a school rule they follow and repeat the activity.
- Bridging: Ask children questions about rules they follow at home and at school. Have them point to the pictures and use complete sentences to describe each one.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing laws.

- Special Needs: Point out that communities have many laws. Name two rules: one that is associated with traffic and one that is not. Ask children to identify which one is related to traffic.
- Below Level: Point out that children and their community have laws. Ask them to name two traffic laws or other laws they followed on their way to school that day.
- Advanced: Have children choose a traffic law they think is the most important for people to follow. Have them write a short explanation on why it's the most important.

### **My Leaders**

Support for English Language Learners:

- Speaking: Guide children to use connecting words to describe the pictures.
- Entering: Point to the picture of the boy and girl. Ask children to point to the leader in the picture. Say: The boy is a leader. He helps his sister.
- Emerging: Point to the brother in the picture. Say: The brother is a leader. This brother helps show his sister how to ride a bike safely. Have children point to the picture and repeat these sentences. Repeat this routine with other leaders in the pictures.
- Developing: Have children point to the different leaders in the pictures, use this sentence frame to identify each leader, and use the connecting word and to tell two things he or she does: A (name of leader) is a leader who (action of leader).
- Expanding: Have children work in pairs. They should identify each leader and use the words and or so in a sentence.
- Bridging: Have children use their own sentences to tell about each leader in the pictures. Encourage children to use the words and, so, and because to make long, detailed sentences.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing community leaders.

- Special Needs: Point out that you are a school leader. Then show pictures of other school leaders. Ask children how each leader helps them do well in school and takes care of them.
- Below Level: Point out that you and other school staff are examples of school leaders. Ask children to list other leaders at school. Then have them explain what makes each person a leader.
- Advanced: Have children come up with clues about school leaders, and write them on index cards. Use the cards as a class game.

### **My Government**

Support for English Language Learners:

- Speaking: Have children read the text about community government. Then have them discuss the information and ideas.
- Entering: Read aloud the text. Have children draw one example from the text. Label it together.
- Emerging: Read aloud the text. Ask children wh- questions about community government. Then encourage children to tell you what the community government does, using words or short phrases.

- Developing:** Have children read aloud the text. Then have them use this sentence frame to tell what community government does: Community government.
- Expanding:** Have children read aloud the text. Then have them use this sentence frame to tell what community government does: Community government makes sure . In small groups, have children ask each other questions about community government.
- Bridging:** Have pairs with similar language abilities take turns reading aloud the text. Have them use complete sentences to summarize the role of the mayor and community government.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the government.

- Special Needs:** On chart paper, write mayor, governor, and president in one column and country, community, and state in a second column. Discuss the role of each leader. Then ask children to match leaders and the areas in which they lead.
- Below Level:** Point out that the mayor, governor, and president all work with other people to do their jobs. Ask children why they think those leaders do not work alone.
- Advanced:** Have children write three questions they would ask the mayor, governor, or president concerning the job each one performs.

### **Making Choices in Government**

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing direct and representative democracies.

- Special Needs:** On chart paper create a two-column chart. Write direct democracy in one column and representative democracy in the other. Discuss the differences between each type of democracy, and write them in the appropriate column on the chart.
- Below Level:** Have children look at the picture. Tell children that the girl in the picture is a class leader. Remind children that a class leader is chosen in a representative democracy. Have children create a story to explain how the girl became the class leader. Encourage them to use the vocabulary words in their story.
- Advanced:** Ask children to explain why we have both direct democracies and representative democracies. Have them think about what the advantages and disadvantages of each might be.

### **Literacy Skills: Distinguishing Fact From Fiction**

#### Support for English Language Learners:

- Speaking:** Guide children to view the images to determine the meaning of fact and fiction through language.
- Entering:** Define the words fact and fiction. Point to the pictures of Abraham Lincoln and Crocodile and Monkey and say: Facts are real. Fiction is made up. Abraham Lincoln is a real person. Crocodile and Monkey are made up. Have children point to the pictures and echo what you say.
- Emerging:** Define the words fact and fiction. As you point to each image in the Worktext, have children identify which images show facts and which show fiction.
- Developing:** Define the words fact and fiction as “real” and “made up.” Have children write each word and definition on an index card. Then point to the pictures of Abraham Lincoln and Crocodile and Monkey, and have children hold up the appropriate card for each.
- Expanding:** Have children define the words fact and fiction. Have children look at the pictures in the Worktext. Have children describe why the picture is fact or fiction. Repeat with pictures of other real people and made-up characters.
- Bridging:** Have children find two books in the classroom: one with facts and one with fiction. Have them show you the books they chose and explain why one is fact and the other is fiction.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing fact and fiction.

- Special Needs:** Make fact and fiction statements about the pictures of Abraham Lincoln and Crocodile and Monkey. Ask children to identify the statements that are facts. Ask how they know the statements are facts.

- Below Level: Have children point to the pictures and say statements that are either fact or fiction about them. Remind them that facts are real, and fiction is made up.
- Advanced: Have children make and play a matching game called Fact or Fiction. Have them draw and label pictures of six real people and six made-up characters on one side of 12 index cards. Then have children play the game with a partner, combining their sets of cards. Have partners turn the cards face down on a table and take turns matching either two real people or two fiction characters.

### **Critical Thinking Skills: Solve A Problem**

#### **Support for English Language Learners:**

- Speaking: Have children exchange information and ideas through conversation about the problem-solving steps.
- Entering: Read the definitions of problem and solution. Then point to the picture. Say: What is the problem? Encourage children to point to the problem and say: bully. Then use gestures as you read how the children want to solve the problem.
- Emerging: Point to the picture and tell about the problem. Encourage children to use the problem-solving steps and their own background knowledge and find a solution.
- Developing: Have children use these sentence frames to identify the problem and possible solutions: The problem is \_\_\_\_\_. One solution is \_\_\_\_\_. Encourage children to think of other solutions and to say a phrase or short sentence describing it. Encourage children to use the problem-solving steps and to support their opinions.
- Expanding: Have children identify the problem and possible solutions. Encourage children to use the problem-solving steps and to support their opinions. Have children role-play different solutions.
- Bridging: After children identify the problem and possible solutions, encourage them to discuss which idea they think would work best. Ask children to support their opinions using the problem-solving steps and their own background knowledge.

#### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when discussing a problem and solution.

- Special Needs: Share a problem you have. Work with children to go through each of the problem-solving steps to brainstorm how you can handle the issue.
- Below Level: Point out several problems that may arise at home, at school, and in the community. Ask children to think about how they would use the problem-solving steps to solve one of the problems.
- Advanced: Have children fold a sheet of paper in half. Have them draw a picture of a problem on the left side and a solution on the right side.

### **Primary Source: Artifact: Historic Voting Ballot**

#### **Support for English Language Learners:**

- Speaking: Have children discuss voting by viewing a real ballot.
- Entering: Have children draw a simple yes/no ballot. Ask them yes/no questions about the Worktext. Have them make a selection.
- Emerging: Explain that a ballot is a way for people to vote for something in secret. Create a ballot or find one online to print. Show the ballot to children, and discuss each part.
- Developing: Have partners discuss what a ballot is and share any experiences they have with voting at school or with their family members. Have children complete this sentence frame: A ballot is a sheet of paper used to \_\_\_\_\_ in secret.
- Expanding: Have children complete the following sentence frame: A ballot is \_\_\_\_\_. Then have children discuss their answers in pairs. Encourage pairs to describe examples of a vote and what would be on the ballot.
- Bridging: Have children describe examples of a vote and what might be on the ballot.

#### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when discussing voting.

- Special Needs: Invite children to discuss a time they voted for something at home.
- Below Level: Invite children to discuss a time they voted on something at home. Have them explain why they decided to vote and how the vote turned out.

Advanced: Have children write a short story about voting. Encourage them to include details about how people used a ballot to vote.

### **Citizenship: Abraham Lincoln: Honest Abe**

#### **Support for English Language Learners:**

- Writing: Help children better understand being a good citizen by writing about the topic.
- Entering: Ask children to take turns role-playing good citizens in their community. Have them use one-word responses or short phrases.
- Emerging: Ask children to take turns role-playing good citizens in their community. Have them include vocabulary words to tell how they are being good citizens.
- Developing: Ask children to complete this sentence frame: I am a good citizen in my community when I \_\_\_\_\_. Make a classroom list by having children write their sentences on the board.
- Expanding: Have children use sentences to tell about a good citizen in their home, in school, and in the community.
- Bridging: Have children draw a three-column chart with the headings "Home," "School," and "Community." Ask them to list ways they are good citizens in each column. Encourage them to use the vocabulary words in their responses.

### **Unit Specific Interdisciplinary Connections / Materials:**

#### Curriculum Connections: Drama

Good Sportsmanlike Conduct Review the concept of being a good sport with children. Then place the class into small groups. Tell them that they are going to act out what it means to be a good sport. Have them prepare two scenarios: one that demonstrates being a good sport and one that demonstrates the opposite. Allow them to practice their skits with their groups. Tell the class that as each group performs, they have to determine which is showing being a good sport and which is showing what not to do.

#### Curriculum Connections: Drama and Literature

Fairy Tale Election- Choose two stories that children are familiar with, such as "Goldilocks and the Three Bears" or "Little Red Riding Hood." Choose a character from each story, such as Goldilocks and Little Red Riding Hood. Explain to children that these two characters will run against each other for president of The Woods and that the class will hold an election and vote. When the voting is over, the class will tally the votes to see who won.

- Decide which children will play the two characters running for president.
- Have the class decide what issues might be important to the people of The Woods, such as people breaking into houses, wolves running loose, and so on. Allow children to be creative and humorous.
- Have the nominees decide where they stand on the issues.
- Ask children to create posters for each character.
- Have the nominees hold a debate, with children asking the questions the class brainstormed instead of you asking questions.
- Hold an election and count the votes.

### **Beyond the Classroom:**

Invite an elected official to come to the class to talk about importance of voting.

### **Additional Resources**

Printed

#### Suggested Reading

- We the Kids: The Preamble to the Constitution of the United States by David Catrow
- Vote! by Eileen Christelow
- A Very Important Day by Maggie Rugg Herold
- La Mariposa by Francisco Jiménez

**Unit #2**  
**Geography of the Community**

**The Big Question**  
**What is the world like?**

**Stage 1-**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

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

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

**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.

**Students will know...**

- how to talk about relative location.
- how to talk about absolute location
- about maps and models
- how to identify land and water on a globe and map



- how weather, location, and the environment affect the way people live.

### **Learning Objectives:**

#### Lesson 1: Our Community

- Explain what a community is.
- Describe the difference between a city and a town.
- Determine activities that people do in communities.
- Describe the location of oneself and objects relative to other locations.
- Identify and describe the relative location of places in the school and community.
- Understand key terms related to the lesson theme including community, city, town, location, relative location, describe.

#### Lesson 2: Finding Places

- Recognize that maps can be used to locate and identify places.
- Locate and identify places on a map using the four cardinal directions.
- Explain that a map is a simple representation of places on Earth.
- Explain that maps are used to show large and small places.
- Use simple maps, such as maps of the home, classroom, school, and community.
- Understand key terms related to the lesson theme including absolute location, map, direction, cardinal directions.

#### Lesson 3: Maps and Models

- Recognize that maps can be used to locate and identify places.
- Identify the parts of a map, including the title, compass rose, legend, and symbols.
- Identify a model as a small version of something.
- Compare and contrast a model, a picture, and a map.
- Understand key terms related to the lesson theme including compass rose, symbol, legend, model

#### Lesson 4: Continents and Oceans

- Identify and describe the physical characteristics (such as landforms and bodies of water) of a place.
- Locate and identify continents and oceans on maps and globes.
- Use vocabulary terms related to geographic features.
- Understand key terms related to the lesson theme including plains, ocean, continent

#### Lesson 5: My State

- Identify and describe the physical characteristics of places, such as natural resources and weather.
- Identify examples of, and uses for, natural resources.
- Explain how weather and location affect how people live.
- Identify and describe how the human characteristics of places, such as shelter, clothing, food, and activities, are based on geographic location.
- Identify ways people can care for Earth's natural resources.
- Understand key terms related to the lesson theme including weather, environment, conservation, consume

### **Common Misconceptions:**

Plains vs. Prairies- Explain to children that some people confuse the words plains and prairies, but in fact they are not the same thing. Conduct an Internet search to find good photographs of the two and then give children the following information:

A plain is an area of land that is flat. There are no hills, and there are no dips in the land. Plains are just plain flat. A plain can have different types of plants, including grasses or an occasional tree, growing on it, or it may have no plant life at all. Plains are often found in the interior, or inner part, of a country's land, away from the coasts and at the foothills of mountains. A prairie is a type of plain. But prairies always have grasses on them during the growing season. These grasses may be tall, medium

### **Instructional Mandates From the New Jersey Department of Education**

Topics addressing the Amistad Commission Mandate...

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

Topics that address the Asian American and Pacific Islander Mandate...

## Stage 2- Evidence of Learning

### **Formative Activities, Tasks, or Projects:**

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

### **Summative Activities, Tasks, or Projects:**

Culminating Projects of the Unit

## Stage 3- Learning Plan

### **Learning Plan**

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Project-Based Learning: Tina the Tour Leaders Needs Your Help

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: Our Community

Lesson 2: Finding Places

Lesson 3: Maps and Models

Lesson 4: Continents and Oceans

Lesson 5: My State

Literacy Skills: Summarize

Critical Thinking Skills: Ask and Answer Questions

Map and Graph Skills

Primary Source: Artifact: An Envelope

Citizenship: The Corps of Discovery: Explorers

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

### **Unit Specific Accommodations and Modifications:**

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing what a community is like.

- Special Needs:** Take a picture walk through the chapter and ask children to describe what they see in communities. Encourage children to use simple sentences to describe each picture. You may also want to display additional photos of communities in different parts of the world.
- Below Level:** Ask children to name places they see or visit each day. Record their ideas on chart paper. Help them to provide descriptive details about each place.
- Advanced:** Have children draw a picture of their neighborhood and write two or three sentences describing it. Then, have each child share his or her picture with the rest of the class.

### **Our Community**

#### Support for English Language Learners:

- Speaking:** Play a game of Simon Says to help children understand and use location words.
- Entering:** Act out a direction as you say: Simon says stand behind the rug. Guide children in standing behind the rug and repeating the relative location phrase ("behind the rug"). Repeat the activity with these other location words: inside, outside, in front of, behind, left, right.
- Emerging:** Play Simon Says with children using location words and acting them out. Ask children yes/no and wh- questions and provide support as needed. Include these location words: inside, outside, in front of, behind, left, right.
- Developing:** Play Simon Says with children using location words, but do not act out each direction. Encourage children to identify the location on their own.
- Expanding:** Play Simon Says with children using location words, but do not act out each direction. Encourage children to identify the location on their own. Call on volunteers to repeat the relative location phrase once everyone is in position. Ask children questions about the relative location and provide support as needed.
- Bridging:** Have children take turns being Simon, the leader, as they play Simon Says using location words. Monitor and ask children questions about the relative location. If children need support, encourage classmates to provide support.

#### Differentiated Instruction:

Use the following activities to differentiate instruction when discussing communities.

- Special Needs:** Show children images of different places in their community, such as a park, school, bank, and so on. Explain how each place is part of a community. For example, say: This is a bank. A bank is part of a community. People go to the bank to get money and save money. Have children say each sentence after you.
- Below Level:** Show children images of different places in a community, such as a park, school, bank, and so on. Have them choose one of the places and write a sentence or two to describe the image using the following sentence frames: This is a . A is part of a (city, town, community).
- Advanced:** Show children images of different places in a community, such as a park, school, bank, and so on. Have them choose two and write descriptions of each. Encourage them to tell or write about the similarities and differences between the places.

### **Finding Places**

#### Support for English Language Learners:

- Speaking:** Use a drawing to focus attention on absolute location.

- Entering: Have children draw a house and label it with a number and a street name. Then, have children say the absolute location aloud. Encourage children to speak in complete sentences.
- Emerging: On chart paper, draw a picture of a street lined with three or four buildings. Label the street "Oak Street." Give each building an address, such as 123, 125, 127. Point to each building and say: The address of this building is 123 Oak Street. Have children say each sentence after you and point to the building. Ask children wh- questions about the absolute location of each building.
- Developing: On chart paper, draw a picture of a street lined with three or four buildings. Label the street "Oak Street." Give each building an address, such as 123, 125, 127. Point to each building and have children complete the sentence frame: The address of this building is . Then, in small groups, have children take turns pointing and naming the address.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing maps and cardinal directions.

- Special Needs: Display a map of a place children may visit, such as a museum, park, shopping center, or zoo. Identify the directions north, south, east, and west on the map. Model how to use cardinal directions to identify a specific area on the map. For example, say: The dinosaur exhibit is in the north part of the museum. Then ask children to use cardinal directions to identify areas on the map.
- Below Level: Provide pairs of children with simple maps of museums, parks, shopping centers, or zoos. Have pairs ask each other questions about the map using cardinal directions.
- Advanced: Have children imagine that the Community Map extends to the east and west. Have them draw pictures of other places they would find west of the playground and east of the school. When children have finished their drawings, have them describe these locations using cardinal directions.

### **Maps and Models**

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing parts of a map.

- Special Needs: Work with children to make a map of the school and neighborhood. Identify where the school is located and have children draw a square there. Help children complete the map by preparing the legend with symbols they can use for other places. Refer children to the "Downtown" map and legend for support.
- Below Level: In pairs, have children make a map of the school and neighborhood. Have children draw and label three or four places on their maps. Have pairs make symbols for these places to put in the legend on the map.
- Advanced: Have children make a map of the school and neighborhood. Encourage children to draw five places on their maps. Remind them to create a legend with symbols and labels. Then, have them write two sentences describing their maps.

### **Continents and Oceans**

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing using globes.

- Special Needs: Get a ball and mark an X on it. Tell children that the X is the United States. Spin the ball slowly to illustrate how you cannot see all of Earth on a globe at the same time.
- Below Level: Discuss with children what a globe is. Demonstrate how you cannot see all of Earth on a globe at the same time. In small groups, have children take turns practicing your demonstration.
- Advanced: Invite children to create their own globes. After discussing what a globe is and what it shows, provide craft materials, such as foam balls, markers, or paint. Circulate around the room and provide assistance as needed. Display children's globes.

## **My State**

### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when discussing natural resources and conservation.

- Special Needs: Help children make a list of natural resources they use throughout the day. Then, divide children into pairs and have them discuss their lists and how they might conserve the natural resources they use each day.
- Below Level: Have children fold poster-size paper in thirds and label each part with a natural resource. In each section have them provide a list of suggestions for how people can conserve that resource. When children have completed their lists, have them share their ideas with the class and gather additional suggestions.
- Advanced: Have groups of children create the text for a print, radio, online, or television commercial urging people to conserve natural resources. Tell them to include an explanation of why this action is important.

## **Primary Source: Artifact: An Envelope**

### **Support for English Language Learners:**

- Reading: Use the letter to help children understand text cohesion and how the parts of the envelope fit together.
- Entering: Draw an envelope on the board that has a return address, a mailing address, and a stamp. Help children label each part.
- Emerging: Show children an envelope that has a return address, a mailing address, and a stamp. Point to each part of the envelope and say what it is. For example, This is the return address. This is who sent the letter. Have children repeat each sentence after you.
- Developing: Show children an envelope that has a return address, a mailing address, and a stamp. Point out each part of the envelope and say what it is. Call on volunteers to explain how parts of an envelope are connected.
- Expanding: Show children an envelope that has a return address, a mailing address, and a stamp. Have them point to each part of the envelope and explain what it is. In pairs, have children discuss how parts of an envelope are connected.
- Bridging: Have children draw an envelope with a return address, a mailing address, and a stamp. Then, have them label each part of their drawings. Have children write one sentence to explain how parts of an envelope are connected.

### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when talking about envelopes.

- Special Needs: Have children bring in an envelope from home that has a return address, a mailing address, and a stamp—or supply envelopes with these features for children. Ask questions about the envelopes, such as: Who wrote this letter? Who was the letter for? Does the envelope have a stamp? Have children point to each feature as you ask questions.
- Below Level: Invite children to bring in an envelope received in the mail and share it with the rest of the class. Have them point out the return and mailing addresses and the stamp. Encourage children to ask questions about the envelope.
- Advanced: Give children a choice of envelopes that have return and mailing addresses and a stamp. Then, ask them to imagine the letter that was sent. Have them write a short paragraph about the letter. Ask: Who wrote it? Who received it? Encourage them to be creative.

## **Critical Thinking Skills: Ask and Answer Questions**

### **Support for English Language Learners:**

- Speaking: Engage children in a collaborative conversation about the map of California.
- Entering: Point to different parts of the map of California and use gestures as you talk; encourage children to echo you. For example, point to California and say California. Point to the legend and to the symbol of the state capital and say state capital.
- Emerging: Point to the different parts of the map of California. Ask yes/no and wh-questions about the map.
- Developing: Have children point to different places on the map and use these sentence frames to describe each one: This a map of \_\_\_\_\_. The map shows \_\_\_\_\_. It shows \_\_\_\_\_, too. The city of \_\_\_\_\_ is in the state \_\_\_\_\_. In pairs, have children practice asking and answering questions about the map.

- Expanding: Have children use complete sentences to describe different places on the map, such as cities located in California or states that border California. Have children ask and answer questions about the map.
- Bridging: Have children use complete sentences to describe different places on the map. Have children write three questions about the map and exchange questions with a partner. Have children write the answers to the questions.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when using maps to ask and answer questions.

- Special Needs: Provide children with a map of your state. Guide them to find the map title, the compass rose, and the map legend. Help them to locate each symbol on the map and identify what it is.
- Below Level: Provide children with a map of your state. Have them identify each symbol in the legend and locate the corresponding symbol on the map. Using questions and answers, discuss where these places are in relation to one another using cardinal directions.
- Advanced: Have children draw their own map of your state. Encourage them to add at least two extra symbols to the map legend. Then, have them work with a partner to ask and answer questions about each other's maps.

#### **Literacy Skills: Summarize**

##### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing summarizing.

- Special Needs: Write the following sentence on the board or chart paper: We have fun in our community. Ask children to describe ways they have fun in the community, such as riding bikes, going to the park, and so on. Record their responses in complete sentences under the first sentence. Then say: We have written a paragraph. The first sentence is the main idea. The ways we have fun in our community are the supporting details. Now we can summarize our paragraph. For example, we can write, "There are many ways for people to have fun in our community."
- Below Level: Distribute nonfiction paragraphs to groups of children. Have the children in each group work together to write a summary of the paragraph. Have them first determine the main idea and details of the paragraph. Then, have each group member suggest a summary and then decide as a group what the final summary will be. Monitor and provide support as needed. Finally, invite groups to share their summaries with the rest of the class.
- Advanced: Have children write a paragraph about their community. Tell them to be sure to include a main idea and at least three details. Then have children exchange paragraphs and write one-sentence summaries of each other's paragraphs.

#### Support for English Language Learners:

- Writing: Guide children to make summary statements.
- Entering: Read the paragraph "Hudson River Park" aloud. Have children draw one detail they heard and add a caption.
- Emerging: Read the paragraph "Hudson River Park" aloud to children. Help them underline the main idea and details. Then have children draw a picture to summarize the paragraph.
- Developing: Read the paragraph "Hudson River Park" aloud to children. Help them underline the main idea and details. Then give them sentence frames to summarize the paragraph: The main idea of the paragraph is \_\_\_\_\_. One detail is \_\_\_\_\_. Another detail is \_\_\_\_\_.
- Expanding: Have children read the paragraph "Hudson River Park." Help them underline the main idea and details. Ask children to talk about the summary with a partner before they write their response to question 2.
- Bridging: Have children work in pairs to determine the main idea and details of the paragraph "Hudson River Park." Then have them work together to summarize the paragraph.

#### **Citizenship: The Corps of Discovery: Explorers**

##### Support for English Language Learners:

- Speaking: Guide children to select and apply vocabulary terms. Entering: Point to a vocabulary word on the page. Say it aloud and have children repeat it. Use gestures to communicate its meaning as you remind children of its definition.
- Emerging: Point to a vocabulary word on the page. Say it aloud and have children repeat it. Have children practice describing each vocabulary term in their own words.
- Developing: Point to a vocabulary word on the page and encourage children to recall its definition.

- Expanding:** Have children identify the vocabulary words on the page and recall the definitions. Then have them use the word in a sentence. Encourage children to use examples in their descriptive sentences.
- Bridging:** Have children choose one of the vocabulary words from the page, explain the definition, and use the word in a sentence. In pairs, have children provide descriptive details and examples of each vocabulary term. Monitor progress and support if needed.

### **Unit Specific Interdisciplinary Connections / Materials:**

#### Curriculum Connections: Science

Remind children that some resources are called natural because they come from nature. Because they come from nature, there is a limited supply of them. Once they are used up or destroyed, we cannot make more. Point out that one California natural resource in real danger is water. Explain to children that they will research water and suggest solutions to protect our water supply. Divide children into groups and give each group one of the following topics to research. Have each group prepare a presentation to share with the rest of the class. Encourage groups to create posters or a computer slideshow to go with their presentations.

- What is the water cycle?
- Where does our water come from?
- How can we protect our water supply?

### **Beyond the Classroom:**

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.

### **Additional Resources**

#### Printed

#### Suggested Reading

- Maps and Globes by Jack Knowlton
- Me on the Map by Joan Sweeney
- One World, One Day by Barbara Kerley
- Houses and Homes by Ann Morris
- People Everywhere by Paul Humphrey

**Unit #3**  
**Symbols and Traditions of the United States?**

**The Big Question**  
**What does it mean to be American?**

**Stage 1-**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

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

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

**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.

**Students will know...**

- the reasons why the United States flag is important
- about important American symbols
- about important American documents
- about important American songs



- about important American heroes
- about important national holidays

### **Learning Objectives:**

#### Lesson 1: We Are Americans

- Describe the United States flag.
- Recite and explain the meaning of the Pledge of Allegiance to the United States flag.
- Recognize that the United States flag has different meanings to different people.
- Under the following key terms: flag, pledge, tradition, freedom, justice, brainstorm

#### Lesson 2: American Symbols

- Understand that the United States has many symbols.
- Explain why symbols are important to Americans.
- Identify American symbols, including Uncle Sam, the bald eagle, the Statue of Liberty, and the Golden Gate Bridge.
- Under the following key terms: national, emblem, landmark, symbolizes

#### Lesson 3: American Documents

- Understand that America was once ruled by England.
- Recognize that the Declaration of Independence and the U.S. Constitution are important American documents.
- 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.
- Under the following key terms: colony, document, constitution, amendments

#### Lesson 4: American Songs

- Identify historical figures, such as Francis Scott Key, who have written American songs.
- Recite American songs.
- Explain the history of American songs.
- Identify American anthems and songs and explain how they reflect American individualism and freedom.
- Under the following key terms: anthem, grand

#### Lesson 5: American Heroes

- Recognize that some heroes work to help people who are not treated fairly.
- Identify contributions of historical figures, including Dr. Martin Luther King, Jr. and César Chávez, who worked for justice.
- Compare the similarities and differences among the lives and activities of historical figures who have worked for justice.
- Under the following key terms: hero, migrant worker

#### Lesson 6: Our National Holidays

- Explain that our nation celebrates special days to remember and honor people and events.
- 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.
- Under the following key terms: veteran, armed forces, memorial, military

### **Instructional Mandates From the New Jersey Department of Education**

#### **Topics addressing the Amistad Commission Mandate...**

- Include in the discussion of national holidays, holidays that are important to African Americans including: Kwanzaa, Juneteenth, and Martin Luther King Jr. Day.
- Research other holidays important to African Americans that are celebrated on a local level such as Harriet Tubman Day, Rosa Parks Day, and the "Odunde Festival".
- Include in the discussion of national heroes prominent African American throughout history such as, Shirley Chisholm, Miles Davis, Jackie Robinson, Frederick Douglass.

### Topics addressing the Holocaust Commission mandate...

- Recognize the events held in observance of Holocaust Remembrance Day, January 27

### Topics addressing the Diversity, Equity, and Inclusion Mandate...

- Research other holidays important to LGBT and Special Needs community including: Harvey Milk Day (May 22<sup>nd</sup>), Day of Silence (April 17<sup>th</sup>), International Day of Persons with Disabilities (December 3<sup>rd</sup>).
- Include in the discussion of national heroes, prominent figures of the LGBT such as Harvey Milk, James Baldwin, Alan Turing, and Bayard Rustin. Also discuss prominent figures from the special needs community such as Stephen Hawking, Andrea Bocelli, John Nash, Daniel Radcliffe, Magic Johnson, and Danny Glover.

### Asian American and Pacific Islander Mandate...

Include in the discussion of national holidays, holidays that are important

### **Common Misconceptions:**

- Important American Documents- Children may confuse the Declaration of Independence with the Constitution. Explain to them that the two are different important American documents. Help children recall the following:

The Declaration of Independence was written in 1776. It was a list of complaints the colonists had against England, which ruled the colonies at the time. The document's goal was to explain the colonists' wish to be free from British rule.

The Constitution was written and signed more than ten years after the Declaration of Independence, in 1787. It outlined America's new government. For example, it explained the role of government, including the role of the president. The states voted and agreed on the Constitution, and to this day it is the law of the land. Tell children that both the Declaration of Independence and the Constitution have played an important role in American history. What's more, they were both signed at Independence Hall in Philadelphia, Pennsylvania.

## Stage 2- Evidence of Learning

### **Formative Activities, Tasks, or Projects:**

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

### **Summative Activities, Tasks, or Projects:**

Culminating Projects of the Unit

## Stage 3- Learning Plan

### **Learning Plan**

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Project-Based Learning: Help Ryan Show Our America

#### Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: We Are Americans

Lesson 2: American Symbols

Lesson 3: American Documents

Lesson 4: American Songs

Lesson 5: American Heroes

Lesson 6: Our National Holidays

Literacy Skills: Cause and Effect

Critical Thinking Skills: Analyze Images

Primary Source: "My Country 'Tis of Thee"

Citizenship: Susan B. Anthony: Hero for Women's Rights

#### Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

#### Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Write Your Scrapbook Page

TikaTok

### **Unit Specific Accommodations and Modifications:**

#### Support for English Language Learners:

Speaking: Discuss American symbols with children. Have them explain their importance.

Entering: Review the national symbols shown in the Worktext. Have them circle each one as you name it.

Emerging: Display a picture of the U.S. flag and a picture of a bald eagle. Ask children which symbol is more important to them. In pairs, have children give their opinion using the sentence frame: I think \_\_\_\_ is more important.

Developing: Ask children which American symbol is more important to them: the flag or the bald eagle. Encourage them to offer their opinions with the sentence frame: I think \_\_\_\_.

Expanding: Ask children which American symbol is more important to them: the flag or the bald eagle. In groups, encourage them to offer their opinions using the phrases I think/I don't think and I agree with as well as open responses in order to hold the floor.

Bridging: Ask children to determine which American symbol is most important to them. In groups, encourage them to offer their opinions using the phrases I think/I don't think and I agree with \_\_\_\_, but as well as open responses in order to hold the floor and add information to the discussion.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing how to honor the United States flag.

Special Needs: Have children draw a picture of the United States flag. Provide a picture or point to a classroom flag to use as reference.

Below Level: Show a picture of the United States flag or point to one in the classroom. Ask children to describe it, and together count the number of stripes and stars. Have children complete the following sentence frame: I honor the flag by \_\_\_\_.

Advanced: Have children describe the United States flag and discuss why it is important. Challenge them to write a short paragraph about why the flag is important to people in America.

### **We Are Americans**

### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the Pledge of Allegiance.

- Special Needs: Direct children's attention on these pages. Point to Marco and say: This is Marco. He and his classmates have their hands on their hearts and are saying the Pledge of Allegiance to the United States flag. Point to the flag and say: Now hold your hand on your heart. We place our hands here when we recite the pledge.
- Below Level: Have children complete these sentence frames: Marco has his hand on his \_\_\_\_\_. He is saying the \_\_\_\_\_ to the United States \_\_\_\_\_.
- Advanced: Have children draw a picture of themselves reciting the Pledge of Allegiance to the United States flag. Encourage them to write a caption for their picture

### American Symbols

Support for English Language Learners:

- Speaking: Use the United States flag to help children make connections to symbols.
- Entering: Point to the United States flag in the picture on this page. Tell children that symbols connect us to each other and to our past. Then say: The United States flag is a symbol that connects us to each other and to our past. Have children echo you. Repeat this routine with other symbols. Then have children practice describing what each symbol looks like.
- Emerging: Have children draw the United States flag. Have children describe the flag, using this sentence frame: The flag has \_\_\_\_\_.
- Developing: Have children write the word symbol and illustrate an example. Then have them describe the symbol they drew. If children need support, provide the following sentence frames: I drew a \_\_\_\_\_ because it is a symbol of the United States. It looks like/has \_\_\_\_\_.
- Expanding: Have children write the word symbol and illustrate two examples. Then have them describe the symbols they drew.
- Bridging: Have children write the word symbol and draw pictures of at least three different symbols. Then have them say a sentence to describe each one.

### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing symbols.

- Special Needs: Display a series of images including both symbols of the United States and ordinary people, places, or objects. For each image, ask children if it is a symbol of the United States. Discuss whether the image is a symbol and why.
- Below Level: Ask children to complete the following sentence frame for the symbols in the lesson: \_\_\_\_\_ is important because it \_\_\_\_\_.
- Advanced: Have children work independently or with a partner to choose two symbols of the United States and create a poster or clay model of the symbol. Then have children explain why the symbols are important.

### American Documents

Support for English Language Learners:

- Writing: Support children as they better understand the importance of writing and signing documents.
- Entering: Provide children with a copy of the Declaration of Independence Ask children to write their name to "sign" the document. Explain that the Declaration of Independence is an important document because it made the United States free from England.
- Emerging: Have children take turns role-playing writing and signing important documents.
- Developing: Have children work in groups to identify one document and its importance. Have groups write three sentences summarizing their discussion.
- Expanding: Explain to children that an agreement can be written as a formal document. Tell them that they will write an agreement about their performance in the classroom and then both of you will sign it. Have children complete a sentence frame for the agreement, such as, I will try my best to \_\_\_\_\_ at school. Have them write the agreement on a sheet of paper, along with two signature lines below the sentence. Ask children to sign the agreement and bring it to you to sign.
- Bridging: Have partners write up an agreement between them, such as work well together, play well together, or always talk out their differences. Explain that they can create a formal document for their agreement. Have children write up their

agreement on a sheet of paper, include two signature lines, and exchange papers to be signed. Have pairs present their agreement to you.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the U.S. Constitution.

- Special Needs: Show children a picture of the U.S. Constitution and explain that it is our government's rules and laws. It tells citizens how to make rules and laws that help everyone live and work together peacefully. Invite children to think of rules and laws they follow at home and at school.
- Below Level: Ask children to complete the following sentence frame: The U.S. Constitution is important because \_\_\_\_.
- Advanced: Have children work individually or with a partner to make a book of classroom rules. Encourage them to draw pictures to illustrate the rules. Then, have partners explain the connection between classroom rules and the U.S. Constitution.

#### American Songs

##### Support for English Language Learners:

- Reading: Read the text and discuss the pictures using general academic and domain-specific words to describe pictures.
- Entering: Say: These children are singing patriotic songs at school. It is a tradition to look at the American flag when you sing songs about our country. Then say key words that go with the picture such as patriotic, songs, and flag.
- Emerging: Say: These children are singing patriotic songs at school. It is a tradition to look at the American flag when you sing songs about our country. Ask children to identify key words the children in the picture may have spoke.
- Developing: Have groups discuss the picture using key words. Offer these sentence frames to get them started: Children sing patriotic \_\_\_\_\_ at school. They are looking at the American \_\_\_\_\_ as they sing.
- Expanding: Have small groups discuss the picture using key words.
- Bridging: Have children use the text to help them write their own complete sentences using general academic and domain-specific words to describe the picture of the children singing.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing our national anthem.

- Special Needs: Point to the illustration on these pages. Say: This is Francis Scott Key. He wrote our national anthem. He wrote it after the Americans won a battle against England. The song is about our flag and our freedom. Have children echo you after each sentence as they too point to the illustration.
- Below Level: Have children complete these sentence frames: Our country's anthem is called \_\_\_\_\_. It is about \_\_\_\_\_. It was written by \_\_\_\_\_. Then recite the lines from the song, "Over the land of the free, And the home of the brave," and have children echo you.
- Advanced: Have children use complete sentences to summarize what they have learned about the national anthem. Ask them to draw a picture to go with their summary.

#### American Heroes

##### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing heroes.

- Special Needs: Display additional pictures of Harriet Tubman and George Washington. Point to each person, say his and her name, and have children repeat the names. Use gestures and pointing to describe their contributions.
- Below Level: Have children describe each person's contribution by completing this sentence frame: \_\_\_\_\_ is a hero because \_\_\_\_\_.
- Advanced: Provide books, digital reference materials, and other resources to help children find out more about one of the heroes discussed in this chapter. Then ask children to draw a picture of the person and write a sentence that describes why he or she was courageous, honest, or responsible. Invite children to share their projects with the class.

## **Our National Holidays**

### **Support for English Language Learners:**

- Speaking:** Have children use words and phrases to describe the pictures.
- Entering:** Read aloud the text on this page and discuss the picture. Use gestures and say: This child is putting a holiday wreath on a military grave. This is one way people show their respect on Veterans Day and Memorial Day. These holidays are national holidays we celebrate to honor our armed forces, or soldiers. Have children circle the wreath.
- Emerging:** Read aloud the text on this page and discuss the picture. Use gestures and say: This child is putting a holiday wreath on a military grave. This is one way people show their respect on Veterans Day and Memorial Day. These holidays are national holidays we celebrate to honor our armed forces, or soldiers. Then ask yes/no and wh– questions about Veterans Day and Memorial Day.
- Developing:** Have children use sentence frames to discuss the text and picture on this page. For example, say: This child is \_\_\_\_\_. This is one way to show \_\_\_\_\_ on the national holidays \_\_\_\_\_ and \_\_\_\_\_.
- Expanding:** Have children discuss the text and picture. Then have children work with a partner to ask and answer questions about Veterans Day and Memorial Day. Encourage children to draw a picture of people honoring our armed forces.
- Bridging:** Have children work with a partner to ask and answer questions about the picture on the page, Veterans Day, and Memorial Day. Then, have pairs draw a picture of people honoring our armed forces. Have pairs exchange drawings and ask and answer questions about another pair's drawing.

### **Differentiated Instruction:**

#### **Use the following activities to differentiate instruction for children when discussing Independence Day.**

- Special Needs:** Display pictures of people celebrating Independence Day, for example, with a parade, a picnic, and fireworks. Discuss what is happening in each visual. Ask children to compare the visuals with the way their family celebrates Independence Day.
- Below Level:** Have children draw a picture to show how they celebrate Independence Day. Have them include a caption. You may also ask them to write about their favorite part of the day.
- Advanced:** Have children make an Independence Day greeting card. Encourage them to include a poem in the card.

## **Literacy Skills: Cause and Effect**

### **Support for English Language Learners:**

- Speaking and Listening:** Guide children to ask and answer questions about cause and effect.
- Entering:** Ask children to look at the images in the Worktext. Have them point to the cause and then the effect of Elei's actions.
- Emerging:** Ask children simple yes/no and wh– questions about the flags. Encourage children to respond using gestures, words, and simple phrases.
- Developing:** Have children ask and answer questions about Elei's actions. Monitor children and provide support as needed.
- Expanding:** In pairs, have children ask and answer questions about the flags. Monitor and encourage children to contribute to the discussion by listening attentively and following turn-taking rules.
- Bridging:** In groups, have children ask and answer questions about the causes and effects they have discussed in this lesson. Encourage children to contribute to the group discussion by listening attentively and following turn-taking rules, and by asking and answering follow-up questions.

### **Differentiated Instruction:**

#### **Use the following activities to differentiate instruction for children when discussing cause and effect.**

- Special Needs:** Point to the picture of Elei looking shocked. Ask: Is Elei sad? (Yes.) Draw a simple stick picture of Elei getting a hug from her mom. Ask: Is Elei getting a hug? (yes) Ask: Why is Elei getting a hug? (She is sad she broke the window.) Point out the cause (Elei is sad because she broke the window) and the effect (Elei gets a hug from her mom).
- Below Level:** Point to the picture of Elei looking shocked. Ask: What do you think will happen next? (Possible answer: Elei's mom will give her a hug.) In pairs, have children draw a picture of the possible effect of Elei being sad, and then tell the cause and effect. (Cause: Elei is sad she broke the window. Effect: Her mom gives her a hug.)

Advanced: Ask children what would happen if they broke a window. Then have children draw a picture of the effect and write a sentence to show the cause and effect. You may want to provide the following sentence frame: If I broke a window, then I would \_\_\_\_.

### **Primary Sources: "My Country, 'Tis of Thee"**

#### **Support for English Language Learners:**

Reading: Read the lyrics to "My Country 'Tis of Thee."  
Entering: After reading the lyrics, ask children to draw their reaction to the song. Say: Do you feel happy or proud?  
Emerging: Point to "Land of the pilgrim's pride" and ask: Did the pilgrims feel good? (Yes.) Say: The pilgrims were proud. The word pride describes them. Ask: Why were the pilgrims proud? Help children understand that the pilgrims came to the country a long time ago and they worked very hard.  
Developing: Point to "Land of the pilgrim's pride" and ask: How did the pilgrims feel? (They felt proud.) Ask: Why did they feel this way? Help children understand that the pilgrims came to the country a long time ago and they worked very hard.  
Expanding: Ask them to describe the language used to support the idea that the pilgrims worked hard a long time ago.  
Bridging: Ask them for other words to describe hard work or pride.

#### **Differentiated Instruction:**

#### **Use the following activities to differentiate instruction for children when discussing primary sources.**

Special Needs: Bring in lyrics to your favorite song or a song you think the children will know. Ask simple questions about the song: What is the song called? Is it old or new? Who wrote the song? Talk about how the song makes you or the children feel. Also talk about what the song means.  
Below Level: Have children bring in lyrics to their favorite song. In pairs, have children ask and answer questions about the song. Ask: Why is the song important to you?  
Advanced: Have children bring in lyrics to their favorite song. In pairs, have children ask and answer questions about the song and share it with the class. Then have children write a sentence or two about what the song means to them.

### **Critical Thinking Skills: Analyze Images**

#### **Support for English Language Learners:**

Speaking: Display a photograph of people doing something at an event. Write a caption to describe the picture. Discuss the photo and caption with children.  
Entering: Read the caption aloud as you point out the details in the picture. Have children echo you and point out the details.  
Emerging: Read the caption aloud and have children view the picture closely as you ask questions. Have children describe the event and people they see.  
Developing: Have children work in groups to read the caption and view the picture closely. Ask children to describe the ideas and setting in greater detail.  
Expanding: Have children read the caption and view the picture closely. Then ask children to describe the ideas and setting in greater detail.  
Bridging: Have children read the caption and view the picture closely. Then ask children to describe the central message and character traits of the people in the picture.

### **Citizenship: Susan B. Anthony: Hero For Women's Rights**

#### **Support for English Language Learners:**

Speaking: Provide support to children as they practice speaking about national symbols.  
Entering: Have children draw a picture of the national symbol they chose in question 2. Have them say key words about the symbol.  
Emerging: Have children plan and deliver a very brief oral presentation about the national symbol they chose in question 2.

Developing: Have children plan and deliver an oral presentation about the national symbol they chose in question 2. Encourage them to explain why they chose the symbol they chose.

Expanding: Have children plan and deliver a brief oral presentation on two national symbols in question 1. Encourage children to describe why the symbols are important.

Bridging: Have children plan and deliver a comprehensive oral presentation on the national symbols in question 1. Encourage them to research the symbols to find out more information.

### **Unit Specific Interdisciplinary Connections / Materials:**

Curriculum Connections: Drama

Divide the class into three groups and give each group a song from the lesson. Help groups find the lyrics to their song and review the lyrics and the information they learned about its history. Then have groups work together to create a play about their song, allowing them to decide the best way to act it out. Encourage them to use props and costumes to make their shows more entertaining and festive. Share the following ideas with children:

- Sing the song for the class while a narrator tells the story of the song.
- Act out the words to the song.
- Act out how and why the song was written and then sing the song as a group for the class.
- Teach the rest of the class the lyrics to the song, and have everyone sing it together.

### **Beyond the Classroom:**

Take the 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.

## **Additional Resources**

Printed

Suggested Reading

- The American Flag by Elaine Landau
- The Statue of Liberty by Lucille Recht Penner
- The National Anthem by Patricia Ryon Quiri
- Riding to Washington by Gwenyth Swain



**Unit #4**  
**Life Today and Long Ago**

**The Big Question**  
**How does life change throughout history?**

**Stage 1-**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

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

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

**Enduring Understandings:**

- We measure time with clocks and calendars.
- Some aspects of schools and communities stay the same over time, but other aspects change.
- Technology, transportation, and ways to communicate have changed over time.

**Students will know...**

- ways to measure time.
- how schools and communities have changed over time and how they stayed the same.
- daily life has changed over time and how it has stayed the same
- how technology and transportation have changed over time.

### Learning Objectives:

#### Lesson 1: Measuring Time

- Explain the words past, present, future.
- Identify and describe time relationships.
- Understand how clocks and calendars measure time.
- Understand the following key terms: present, past, future, calendar, measure

#### Lesson 2: Schools and Communities Past and Present

- Compare and contrast life in schools today and in the past.
- Explain how some aspects of a community change over time while others stay the same.
- Understand the following key terms: history, century, generation, decade

#### Lesson 3: Daily Life Past and Present

- Compare and contrast places people work today with places they worked in the past.
- Compare and contrast clothes people wear today with clothes they wore in the past.
- Compare and contrast people's manners today with the past.
- Understand the following key terms: manners, festival, general

#### Lesson 4: Changes in Technology and Transportation

- Explain how inventions changed people's lives over time.
- Understand how people's lives were affected by the change in technology.
- Explain how the present is connected to the past.
- Understand the following key terms: invention, technology, communicate, transportation

### **Instructional Mandates From the New Jersey Department of Education**

#### Topics addressing the Amistad Commission Mandate...

#### Topics addressing the Holocaust Commission mandate...

#### Topics addressing the Diversity, Equity, and Inclusion Mandate...

### **Common Misconceptions:**

Saying Yes- Explain that just as the Maasai tilt their head to say hello, some cultures have different gestures to mean different things. Many children think that people from all cultures nod their head up and down to mean yes and shake their head side to side to mean no. Explain that in Bulgaria, some areas of Greece, and some Middle Eastern regions, nodding your head up and down means no.

### **Stage 2- Evidence of Learning**

### **Formative Activities, Tasks, or Projects:**

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

### **Summative Activities, Tasks, or Projects:**

Culminating Projects of the Unit

### **Stage 3-**

## Learning Plan

### **Learning Plan**

#### Connect:

Field Trip Video  
Chapter JumpStart Activity  
Rap About It  
Big Question Interactivity  
Chapter Overview  
Quest Project-Based Learning: Help Daria the Time Traveler

#### Investigate:

Lesson Introductions (1 for each lesson)  
Lesson 1: Measuring Time  
Lesson 2: Schools and Communities Past and Present  
Lesson 3: Daily Life Past and Present  
Lesson 4: Changes in Technology and Transportation  
Literacy Skills: Compare and Contrast  
Map and Graph Skills: Interpret Timelines  
Primary Source: Juliette Gordon Low on Forming the Girl Guides  
Citizenship: Ruby Bridges: A Brave Girl

#### Synthesize

Lesson Check (1 for each lesson)  
Lesson Review Interactivity (1 for each lesson)  
Chapter Assessment  
Chapter Test

#### Demonstrate

Lesson Quiz  
Chapter Vocabulary Games  
Quest Findings: Write Your Skit  
TikaTok

### **Unit Specific Accommodations and Modifications:**

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing how life changes over time.

Special Needs: Have children draw a picture of what they were like at age two. Provide a picture of a toddler for them to use as reference.

Below Level: Display a picture of a baby and a picture of a six year old. Have children say how the two pictures are different. Then have children write a sentence about how the child has changed using the following sentence frame: The baby \_\_\_\_\_. Then the baby grew, and now he/she can \_\_\_\_\_.

Advanced: Have children describe how a person changes between ages 0–6. Challenge them to write a short paragraph about the differences over the six years.

### **Measuring Time**

#### Support for English Language Learners:

Speaking and Listening: When children complete their drawings in Lesson 1 Check question 6, have them describe their pictures to a partner. Then have children ask and answer questions about one another's drawings.

- Entering: As you point to each picture, ask: Did this happen when you were younger or now? Help children label their pictures with then and now.
- Emerging: Encourage children to listen actively to their partner's presentation by asking yes/no and wh-questions. Provide sentence frames, such as How old were you? I was \_\_\_\_.
- Developing: Have children demonstrate active listening by asking and answering yes/no and wh-questions. Provide sentence frames, such as What are you doing in this picture? I am \_\_\_\_.
- Expanding: Have children demonstrate active listening by asking and answering detailed questions. Remind children of question sentence starters they might use, such as when, where, and what.
- Bridging: Have children demonstrate active listening by asking and answering detailed questions.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing how to measure time using a calendar.

- Special Needs: Display a calendar and point to the current month. Say: The month is \_\_\_\_\_. Point to each day of the week, say its name, and ask children to repeat it. Then say: How many days are there in \_\_\_\_? Let's count together. Point to each number and encourage children to count with you.
- Below Level: Display a calendar, and have children name the current month and point to the day today. Then in pairs, have children ask and answer questions such as: What day was yesterday? What day is tomorrow?
- Advanced: Provide children with a blank calendar page. Have them choose their favorite month and complete it with symbols to show special days and events.

### **Schools and Communities Past and Present**

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing how communities change over time.

- Special Needs: Help children make comparisons between the pictures by pointing and using gestures as you describe each one. For example, say: Today there are many tall modern buildings. In the past, there were fewer tall buildings.
- Below Level: Have children look closely at the pictures and make comparisons. Encourage children to use these sentence frames: In the past, \_\_\_\_\_. Today, \_\_\_\_\_.
- Advanced: Have children look at the community pictures from the past and present. Encourage them to use complete sentences to describe how life has changed over time.

### **Daily Life Past and Present**

#### Support for English Language Learners:

- Writing: Ask children to write a very short informational text using vocabulary from the lesson.
- Entering: Read the Clothing section aloud. Have children draw one article of clothing from the text and label it.
- Emerging: In small groups, have children reread the Clothing section. Ask groups to draw a picture and write words showing the main idea. Encourage groups to use the pictures for support. If needed, support groups by discussing the section and having group members underline important information.
- Developing: In pairs, have children reread the Clothing section. Ask pairs to write a sentence about the main idea. Encourage groups to use the pictures for support.
- Expanding: In pairs, have children reread the Clothing section. Ask pairs to write a sentence about the main idea. Encourage pairs to use the pictures for support. Allow pairs to exchange sentences with another pair to read.
- Bridging: Independently, have children reread the Clothing section. Ask children to write in their own words a sentence telling the main idea of the section. Call on volunteers to read their sentences aloud.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing how work has changed over time.

- Special Needs:** Display pictures of life long ago and life today. For example, you could show people working on farms in the past and in office buildings today. Point to each picture and say: Work then, work now. Act out something in each picture, and describe the differences in simple sentences.
- Below Level:** Have children fold a piece of paper in half and draw a picture of a job that someone did long ago and one that someone does now. Have them label their picture Then and Now.
- Advanced:** Have children take turns acting out and guessing jobs that people did in the past and now.

### **Changes in Technology and Transportation**

#### **Support for English Language Learners:**

- Writing:** Guide children to use and understand vocabulary.
- Entering:** Provide support to English learners in learning and using academic and domain-specific language related to technology. As you discuss technology, show real-life examples or pictures (such as the classroom computer, your cell phone, and photos of a washing machine, dishwasher, etc.).
- Emerging:** Enunciate the word clearly and have children repeat after you. Encourage them to use the vocabulary during the lesson by asking basic questions, such as: What technology do you have at home? Do you have a dishwasher? Does e-mail make it easier or harder to talk to friends or family members in other countries?
- Developing:** Have children write the word and draw a picture to help them remember the vocabulary. Encourage them to use the vocabulary during the lesson by providing sentence frames: One technology we use at home is \_\_\_\_\_. A \_\_\_\_\_ makes it easier to \_\_\_\_\_.
- Expanding:** Have children write definitions or draw a picture of any of the words with which they are unfamiliar. Then, encourage children to use the words and respond in complete sentences during the lesson.
- Bridging:** Have children write definitions of all vocabulary words. Have them use the words in complete sentences.

#### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when discussing transportation over the years.

- Special Needs:** Display labeled picture cards of different modes of transportation through history. Point to each picture and say the name of the item. Then have children put the cards in order of speed from slowest to fastest.
- Below Level:** Provide children with magazines, and have them cut out pictures of different types of transportation. Have them glue the pictures onto cards and label each one. Use the cards as flashcards or as a sorting activity to categorize transportation modes into past and present.
- Advanced:** Have children make an accordion book with illustrations that shows modes of travel, both past and present. Have them label their pictures.

### **Map and Graph Skills:**

#### **Support for English Language Learners:**

- Speaking:** Have children offer opinions about the best time in their lives and reasons to support their opinions.
- Entering:** Have children share their timelines and offer an opinion on the best event in their lives. Have them use words or gestures.
- Emerging:** In small groups, have children share their timelines and offer an opinion on the best event in their lives. Encourage children to provide good reasons for their opinion using the sentence frame My favorite event is \_\_\_\_ because \_\_\_\_.
- Developing:** In pairs, have children share their timelines and offer an opinion on the best event in their lives. Encourage children to use the background knowledge to expand on their answer using the sentence frame I felt \_\_\_\_ when \_\_\_\_ because \_\_\_\_.
- Expanding:** In pairs, have children share their timelines and offer an opinion on what they think has been the best event in their lives. Encourage children to use detailed evidence to support their opinion.
- Bridging:** Have children rank their events from best to least favorite. Encourage children to use detailed evidence to support their ranking.

#### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when discussing timelines.

- Special Needs: Point to each picture of Aiden and describe him. Say: baby, toddler, four years old, six years old. Pretend to rock a baby, and then walk unsteady like a toddler for the first two words. Then hold up four fingers and then six fingers when you tell his age. Have children repeat the words and actions.
- Below Level: Have children rephrase the events on the timeline by using the following sentence frame: In \_\_\_\_ (year), Aiden \_\_\_\_ (event).
- Advanced: In pairs, have children take turns asking each other questions about the events on the timeline. For example: In what year was Aiden's sister born?

### **Literacy Skills:**

#### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when discussing compare and contrast.

- Special Needs: Point to each of the bowling pictures and use gestures. Say: Alike: bowling, Different: place Have children repeat what you say. Then point to each picture separately and say: Bowling alley. Video game. Have children repeat after you.
- Below Level: Have children use the following sentence frames to talk about the similarities and differences between the bowling game in the pictures: They are both \_\_\_\_\_. The bowlers in one picture are \_\_\_\_\_, but in the other they are \_\_\_\_\_.
- Advanced: Have children use complete sentences to compare and contrast the bowling pictures. Then have them draw a picture of their favorite game today. Ask: How do you think the game was different in the past?

### **Primary Source: Juliette Gordon Low on Forming Girl Guides:**

#### **Support for English Language Learners:**

- Writing: Direct children's attention to the Wrap It Up section. Provide support as they write a response to the prompt.
- Entering: Have children draw a picture and write a caption of one thing they learned about Juliette Gordon Low.
- Emerging: Help children write a very short summary about Juliette Gordon Low. Then have them list fun activities that they like.
- Developing: Have children collaborate with a partner to write a short summary about Juliette Gordon Low. Have children write complete sentences about fun activities that they like.
- Expanding: Have children write a summary about Juliette Gordon Low and the fun activities they enjoy.
- Bridging: Have children collaborate in small groups to write a summary about Juliette Gordon Low. Then have them write one about themselves and compare it to the summary they wrote about Low. Ask: Are there similarities and differences?

#### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when discussing letters as a primary source.

- Special Needs: Create a letter to share with children. Point out the different parts of the letter, the heading, salutation, body, and the closing. Elicit that part of the body is what is shown in the Worktext.
- Below Level: Create a letter to share with children. Ask questions about the letter, Who is it to? What is it about? Who wrote the letter?
- Advanced: Review the parts of a letter. Have children use the information in the Worktext to recreate the letter Low sent to her father.

### **Citizenship: Ruby Bridges: A Brave Girl**

#### **Support for English Language Learners:**

- Writing and Speaking: Draw children's attention to Assessment question 3. Help them select and apply vocabulary from the lesson to convey ideas.
- Entering: Have children use words or gestures to describe their picture.
- Emerging: In pairs, have them describe and explain what they drew in their pictures using key words such as present and past. Provide the following sentence frames: In the past, there was \_\_\_\_\_. In the present, there is \_\_\_\_\_.
- Developing: In pairs, have them describe and explain what they drew in their pictures using complete sentences and key words such as present and past.

- Expanding: Have children describe in detail and explain what they drew in their pictures using complete sentences and key words such as present and past. Call on volunteers to share.
- Bridging: Have children write a summary explaining what they drew in their pictures. Encourage children to use four key words from the chapter.

#### **Unit Specific Interdisciplinary Connections / Materials:**

Curriculum Connections: Math

Review with children how to tell time. Bring in an analog clock and a digital clock, and ask children to tell the time. Set the clocks to different times and repeat the activity. Then challenge children to solve simple math problems such as: I left at 8:15 and arrived at 8:30. How long did it take me to get here? (15 minutes) Increase or decrease the difficulty of the questions depending on children's understanding of time.

Curriculum Connections: Science and Technology

Explain that bullet trains are found in Japan. Show children where Japan is on the map, and point out the capital Tokyo. Then display pictures of the latest technological advancements in Japan, such as robots, self-driving cars, and handheld devices. Explain that Japan is a leader in new inventions and technology. Have children do research to learn more about one of these inventions. Have them draw a picture and write a sentence about the invention to present to the class.

#### **Beyond the Classroom:**

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.

#### **Additional Resources**

Printed

Suggested Reading

- Pelle's New Suit by Elsa Beskow
- Schools: Then and Now by Robin Nelson
- My Great-Aunt Arizona by Gloria Houston and Susan Condie Lamb
- Century Farm: One Hundred Years on a Family Farm by Cris Peterson

**Unit #5**  
**One Nation, Many People**

**The Big Question**  
**How do so many different people make one nation?**

**Stage 1-**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

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

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

**Enduring Understandings:**

- Families and communities share different customs, holidays, celebrations, beliefs, languages, and traditions.
- Culture is expressed in various 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.

**Students will know...**

- what culture means.
- about customs, traditions, and celebrations



- we are part of the same community
- about American Indians
- how immigrants help define America
- about what stories can teach us

### **Learning Objectives:**

#### Lesson 1: What is Culture?

- Explain and list basic needs.
- Describe the importance of culture and beliefs.
- Understand that cultures have similarities and differences.
- Understand how individual cultures have contributed to our nation's culture.
- Identify elements that make up culture, such as food, clothing, language, and games.
- Understand the following key terms: countries, culture, beliefs

#### Lesson 2: Customs, Traditions, and Celebrations

- Distinguish between customs and traditions.
- Recognize that people and families have different customs and traditions.
- Describe and explain the importance of various beliefs, customs, celebrations, and traditions of people and families.
- Understand the following key terms: custom, ceremony

#### Lesson 3: Shared Culture

- Describe the importance of working together as a community or other group.
- Understand the country is made up of diverse cultures.
- Recognize the similarities and differences in groups.
- Explain that we all benefit when we understand people's differences.
- Understand the following key terms: diverse, goals, benefit, succeed

#### Lesson 4: American Indians

- Understand that American Indians live across the United States.
- Recognize that there are many different American Indian cultural groups, each with its own customs, traditions, and celebrations.
- Describe the significance of storytelling to American Indian culture.
- Explain American Indian arts and its importance to culture.
- Understand the following key terms: traded, storytelling, oral, folk tales, practice

#### Lesson 5: Immigrants

- Understand that an immigrant is a person who moves from one country to another.
- Recognize that immigrants contribute to the economy.
- Explain that immigrants contribute their customs, culture, traditions, and celebrations to the community where they live.
- Understand the following key terms: immigrant, settled, economy, contribute

#### Lesson 6: Stories in Our Culture

- Identify folk tales and legends as stories that are passed down through time and teach life lessons.
- Understand that most cultures have their own folk tales and legends.
- Identify the moral of a story.
- Understand the following key terms: legends, morals, clever

## **Instructional Mandates From the New Jersey Department of Education**

### **Topics addressing the Amistad Commission Mandate...**

### **Topics addressing the Holocaust Commission mandate...**

### **Topics addressing the Diversity, Equity, and Inclusion Mandate...**

Taken from Caring Makes a Difference: Kindergarten – 4<sup>th</sup> Grade Curriculum Guide, Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide, Pages vi. [https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring\\_makes\\_a\\_difference\\_K-4\\_%20curriculum\\_guide.pdf](https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf). Activity list included in resource.

Goal: People are different, and those differences make each of us special.

Objectives: The students should be able to:

1. Demonstrate an understanding of the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.
2. Demonstrate an understanding that each one of us is unique and special.
3. Compare and contrast self to others.
4. Demonstrate that s/he recognizes and can list differences in people.
5. Explain how each difference in people potentially enriches all people.
6. Demonstrate that s/he recognizes the things all of us share in common.
7. Demonstrate an understanding of the concepts of respect, trust, and caring.
8. Apply concepts of respect, trust, and caring to self and others.
9. Demonstrate an understanding of how words can hurt us or can make us feel good.
10. Demonstrate an understanding that your words and your behavior affect you and others.
11. Demonstrate an understanding of why we have rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhood.
12. Demonstrate an understanding that sometimes a rule is not a good rule and that there are ways that we can work together to change it.
13. Explain what bullies are and how they act.
14. Explain what friends are and how friends act.

### **Common Misconceptions:**

- Customs Versus Traditions- If children still need help understanding the difference between customs and traditions, spend a little more time explaining the two with the following text. Say:

A tradition is a way of doing something that has been followed by people in a particular community, family, or other group for a long time. It is handed down from one generation to another and becomes common to a certain culture or even family. For example, a family might eat a certain meal at a certain celebration each year. If several generations follow this same practice for many years, it becomes a family tradition.

A custom, on the other hand, is a practice that is common to a particular group or culture. It is the commonly accepted way of behaving or doing something in that culture. Each culture has its own customs. For example, in some cultures it is a custom to bow to show respect. Customs can become traditions when they are passed down from generation to generation.

Share examples of traditions and customs from your own family. Explain how each example started and how it may have changed.

**Formative Activities, Tasks, or Projects:**

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

**Summative Activities, Tasks, or Projects:**

Culminating Projects of the Unit

**Stage 3-  
Learning Plan****Learning Plan**

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Project-Based Learning: Create a Flag for Artist Annie!

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: What is Culture?

Lesson 2: Customs, Traditions, and Celebrations

Lesson 3: Shared Culture

Lesson 4: American Indians

Lesson 5: Immigrants

Lesson 6: Stories in Our Culture

Literacy Skills: Sequence

Critical Thinking Skills: Compare Points of View

Primary Source: Artifact: Basket

Citizenship: Irving Berlin: Immigrant and Patriot

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Make Your Culture Flag

TikaTok

**Unit Specific Accommodations and Modifications:****Support for English Language Learners:**

Speaking: Display the U.S. flag and help children condense ideas about symbols.

Entering: Point to each symbol on the U.S. flag. Have children echo you as you name each symbol.

Emerging: Point to each symbol on the U.S. flag. Say: This is a flag. It has many symbols. The star is a symbol. The stripe is a symbol. Have children repeat each sentence after you. Then combine the sentences into one idea: The stars and stripes are symbols on the U.S. flag. Have children repeat this sentence after you. Point out how you are condensing your ideas into one larger sentence.

- Developing:** Have children point to the different symbols on the U.S. flag and have them use this sentence frame to combine the idea that the flag has several symbols: The \_\_\_\_\_ and \_\_\_\_\_ are both \_\_\_\_\_ on the flag.
- Expanding:** Help children list the symbols on the U.S. flag and then have them write one sentence to combine the idea that the flag has several symbols. Have children speak their sentence aloud.
- Bridging:** Help children list the symbols on the U.S. flag and have them write one sentence to combine the idea that the flag has several symbols. In pairs, have children combine ideas from each other's sentences to form new condensed sentences. Then, call on pairs to read aloud their sentences.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing languages people speak.

- Special Needs:** Explain to children that people speak different languages. Say: People in the United States speak many different languages. I speak \_\_\_\_\_. Have children echo your sentences, filling in the blank with the language(s) they speak.
- Below Level:** Write a list of languages on the board or chart paper and point out that people speak different languages. Have children talk about language using these sentence frames: People in the United States speak many different \_\_\_\_\_. I speak \_\_\_\_\_. Some people speak \_\_\_\_\_.
- Advanced:** Have children make a list of all the languages children in the class speak. Then ask them to interview their classmates to find out how they say "hello" in their language. Finally, have children create a book called The Languages We Speak, and include a drawing, the name of a language, and the word for "hello" in that language on each page.

#### What is Culture?

##### Support for English Language Learners:

- Speaking:** Point out the vocabulary words on the page and say them aloud.
- Entering:** Point to one of the highlighted vocabulary words. Say it aloud and have children repeat it. Encourage them to use a two- or three-word phrase to describe it.
- Emerging:** Point to a highlighted vocabulary word and say it aloud. Have children repeat it. Encourage children to tell the word's definition. Repeat with other words.
- Developing:** Point to a highlighted vocabulary word and say it aloud. Have children tell the word's definition and use it in a sentence. Repeat with other words.
- Expanding:** Point to a highlighted vocabulary word and say it aloud. Help children find the word using an online dictionary and then tell you the word's definition. Have them use the word in a sentence. Repeat with other words.
- Bridging:** Have children find the meaning of a vocabulary word using an online dictionary. Have children draw a picture to show what the word means and write a sentence to go with it.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing culture.

- Special Needs:** Display pictures of food, clothing, and homes from different cultures. Activate prior knowledge by inviting volunteers to tell what they know about each object pictured. Encourage them to tell how each one is similar to or different from something in their culture. Make a list of their responses.
- Below Level:** Have children fold a sheet of paper in thirds. In each section, ask them to draw an example of food, clothing, or shelter that reflects their culture. Have them write a label for each example.
- Advanced:** Have children make an accordion book. Each section of the book should cover one aspect of their culture such as food, religion, language, clothing, and so on. For each one, ask them to draw a picture of themselves in connection with the aspect of culture. For example, children may draw themselves eating a favorite meal their family prepares. Encourage them to write a sentence that describes each picture.

#### Customs, Traditions, and Celebrations

##### Support for English Language Learners:

- Writing:** Work with children to create a four-page class booklet about traditions and customs.
- Entering:** Have children draw one tradition or custom and label it.
- Emerging:** Encourage children to find graphics and images online that represent their traditions and customs. Ask children to help you write a sentence for each page of the booklet.

- Developing:** Have small groups find graphics and images online that represent their traditions and customs. Encourage groups to write a sentence for each page of the booklet. Have groups share their booklets with other groups.
- Expanding:** Have pairs find graphics and images online that represent each page. Have pairs write a sentence for each page of the booklet and share with another pair when finished.
- Bridging:** Have children find graphics and images online that represent each page. Have them write a sentence for each page of the booklet.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing traditions.

- Special Needs:** Invite children to bring in pictures from home that show a tradition they share with their family. Allow children to describe the tradition to the class and answer questions other children may have.
- Below Level:** Have children draw a picture of a tradition they share with their family. Encourage them to write a caption for their picture and to describe the picture to the rest of the class.
- Advanced:** Have children create a "My Family Traditions" book. Ask them to think of at least three traditions they share with their family and create their book using a computer publishing program, if available.

### **Shared Culture**

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing cultures.

- Special Needs:** Display photographs of places in the community that offer clothing, music, food, and other things from different cultures. Have children describe what aspect of culture is shared in each photograph. Then ask them about places in their community they enjoy visiting where they share another culture, such as restaurants.
- Below Level:** Have children make a list of places or events in their community where they can share music, dance, food, and other things from different cultures. Have them look through a local newspaper for ideas. Ask them to put a star next to those places that are part of their family culture and to share a personal story if they have one.
- Advanced:** Have children write a list of places or events in their community where they share another culture. Ask children to add information that describes and explains each place or event. Invite children to share their lists with a partner.

### **American Indians**

#### Support for English Language Learners:

- Speaking:** Help children offer opinions and provide good reasons about whether jewelry is "art."
- Entering:** Ask: What is art? Is this jewelry art? Have children use words, short phrases, or gestures to answer the questions.
- Emerging:** Ask: What is art? Is this jewelry art? Provide a sentence frame for children: Jewelry \_\_\_\_\_ is/is not art because \_\_\_\_\_. Encourage children to use background information to support their opinion.
- Developing:** Ask: What is art? Is this jewelry art? Encourage children to use background information to support their opinion.
- Expanding:** Ask: Why is jewelry art or not? Provide a sentence frame: Jewelry is/is not art because \_\_\_\_\_. Encourage children to use textual evidence or relevant background knowledge to support their opinion.
- Bridging:** Have children offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge about why jewelry is or is not art. Encourage them to use examples and details from the text to support their opinion.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing American Indians.

- Special Needs:** Display pictures of different American Indian cultural groups and American Indian arts, including jewelry and baskets. Discuss each picture using the words American Indian, arts, custom, culture, and tradition. Use gestures and pointing to describe each picture.
- Below Level:** Have children point to the pictures in the lesson to describe American Indians. Encourage children to use words such as American Indian, arts, traded, custom, culture, stories, and tradition. Then have children write one sentence to describe each picture. If needed, provide different sentence frames, such as: American Indians make \_\_\_\_\_. American Indians live \_\_\_\_\_. American Indians tell stories about \_\_\_\_\_.

Advanced: Provide children with books, digital reference materials, and other resources to find out more about a particular American Indian cultural group. Then ask them to draw a picture that shows something about the cultural group and write a sentence that describes the culture. Invite them to share their findings with the class.

## **Immigrants**

### **Support for English Language Learners:**

- Speaking: Have children discuss immigrants using connecting words.
- Entering: Have children look at the picture of Ellis Island. Then help them link ideas about immigrants using the connecting words so, but, and *and*. Say: Immigrants moved to America so that they could have a good life for their family. Have them repeat the sentence after you.
- Emerging: Have children look at the picture of Ellis Island. Have them explain why immigrants moved to America using this sentence frame and the connecting word so: Immigrants moved to America so \_\_\_\_\_. Work with children to create other sentences using the connecting words.
- Developing: Have children explain why immigrants moved to America using this sentence frame with the connecting word because: Immigrants moved to America because \_\_\_\_\_.
- Expanding: Have children explain why immigrants moved to America. Have them use one connecting word.
- Bridging: Have children write two sentences to explain why immigrants moved to America. Ask them to use the causal word because in one of their sentences and the joining word so in another.

### **Differentiated Instruction:**

#### **Use the following activities to differentiate instruction for children when discussing immigrants who have settled in the United States.**

- Special Needs: Display a world map and say: Many immigrants have settled in our nation. They moved here from different countries. Have children echo each sentence after you. Then point to different countries people have moved to our nation from. Say, for example, as you point to Japan on the map: Some immigrants in New York moved here from Japan and India. Repeat with other countries, having children echo each sentence.
- Below Level: Display a world map and point to the United States. Say: This is the United States. Many immigrants have settled here. Then point to a country, such as India, and move your finger from India to New York as you say: Some immigrants came to New York from India. Have children repeat your action and the sentence with you. Repeat with other countries.
- Advanced: Have children choose a country from which many people have emigrated from, such as Mexico, India, or Japan. Referring to a world map, have children draw their own map to show the distance between the two countries and the route immigrants might have taken to get here. Have them write three short sentences about their map and present their map to the rest of the class.

## **Stories in Our Culture**

### **Support for English Language Learners:**

- Speaking: Read aloud "The Tiger and the Frog." Then have children draw three pictures that illustrate the beginning, middle, and end of the story.
- Entering: Have children place their pictures in order and label them 1, 2, 3. Call on volunteers to retell one part of the story using their pictures.
- Emerging: Have children use their pictures and these sentence frames to retell the story: Once upon a time, \_\_\_\_\_. Then, \_\_\_\_\_. In the end, \_\_\_\_\_.
- Developing: After reading and illustrating, have children point to each picture and retell the story using words and short phrases.
- Expanding: Have children use their pictures to retell the story in their own words. Encourage them to use complete sentences.
- Bridging: Have children write and illustrate their own short story. Encourage them to use the words first, next, then, and finally.

### **Differentiated Instruction:**

#### **Use the following activities to differentiate instruction for children when discussing morals.**

Special Needs: Ask children to complete this sentence frame about morals: Morals teach people lessons about \_\_\_\_\_.

Below Level: Explain that morals teach people life lessons, such as how to be nicer to each other. Give children a scenario and have children illustrate an example of how to be nicer.

Advanced: Have children create a book of morals, or life lessons. They can read different folk tales and legends, ask adults, or search the Internet for ideas. Have them bind their book and make it available in the classroom.

### **Critical Thinking Skills: Compare Points of View**

#### **Support for English Language Learners:**

Speaking: Have children support their opinions in speaking about immigrants.

Entering: Guide children in drawing different expressions to go with different emotions. Ask them to hold up the one that represents how the immigrants may have felt. Ask children to describe the emotion in words and phrases.

Emerging: Model drawing a picture to show your own point of view about how the immigrants felt. Explain your point of view and have children echo you. Then call on volunteers to practice sharing their point of view.

Developing: Have children draw how they think the immigrants felt and write a sentence about it. Ask children to provide relevant background knowledge as to why they think the immigrants felt this way.

Expanding: Have children draw their pictures and then share with each other how they think the immigrants felt. Ask pairs to discuss relevant background knowledge as to why they think the immigrants felt this way.

Bridging: Have children with similar language abilities work in pairs. First give them time to draw their pictures. Then have them talk about Ana's and Tyler's points of view and their own points of view. Encourage children to provide relevant background knowledge as to why they think the immigrants felt this way.

### **Primary Source: Artifact: Basket**

#### **Support for English Language Learners:**

Speaking: Have children look at the image of the basket and practice describing it.

Entering: Model expanding sentences to provide details about the basket. Say: This is a basket. It is a small basket. It is a small American Indian basket. They put things into the small basket to carry them. Have children repeat each sentence after you.

Emerging: Use sentence frames to provide details about the basket: This is a \_\_\_\_\_. It is a \_\_\_\_\_ basket. American Indians put things \_\_\_\_\_ the \_\_\_\_\_ to carry them.

Developing: Have children provide information about the basket. Encourage children to create their own sentences to describe the basket.

Expanding: Have children describe the basket in detail. Encourage children to create sentences to describe the basket.

Bridging: Have children describe the basket in detail. Encourage children to expand sentences with details that describe time, manner, place, and cause.

#### **Differentiated Instruction:**

#### **Use the following activities to differentiate instruction when talking to children about artifacts.**

Special Needs: Display pictures of different American Indian and other cultural artifacts—or display real objects if they are available. Help children explain why each artifact is an example of culture.

Below Level: Display pictures of different American Indian and other cultural artifacts—or display real objects if they are available. Have children explain why each artifact is an example of culture. Then have them take turns identifying the artifact, how it is/was used, and what it was made from.

Advanced: Have children search the Internet or magazines for examples of artifacts. Have them print or cut out the pictures and glue each to an oversize index card. Then have children present to the class in order to explain what they found. Have children explain why the artifacts are examples of culture, what they are made from, and how they are/were used.

### **Literacy Skills: Sequence**

#### **Support for English Language Learners:**

Speaking: Help children connect ideas using the pictures.

- Entering: Act out getting dressed and say: First, Mr. Kim gets dressed. Have children repeat what you say as they mime the action. Repeat the routine by saying a sentence and miming Mr. Kim's actions in the other three pictures.
- Emerging: Have children mime the actions in each picture. Then help children create compound sentences using the words and and so.
- Developing: Have children use these sentence frames to tell what Mr. Kim does first, second, third, and fourth: First, Mr. Kim \_\_\_\_\_. Next, Mr. Kim \_\_\_\_\_. Then, Mr. Kim \_\_\_\_\_. Finally, Mr. Kim \_\_\_\_\_. Help children create connections that express cause and effect using the word because.
- Expanding: Have children use complete sentences using the words first, next, then, and finally to describe what Mr. Kim does first, second, third, and fourth in the pictures. In pairs, have children combine simple sentences to create compound sentences using the words and, because, and so.
- Bridging: Have children use complete sentences to say what Mr. Kim does when he plans to go to work. Encourage children to create compound sentences using the words and, because, and so.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing sequence.

- Special Needs: Point to the first picture. Then say: First, Rabbit had a bushy tail. Encourage children to repeat the sentence. Continue the routine with the other pictures and use sequence words.
- Below Level: Point to each picture and have children describe it using these sentence frames: First, Rabbit \_\_\_\_\_. Next, Fox \_\_\_\_\_. Then, Rabbit \_\_\_\_\_. Finally, Rabbit's \_\_\_\_\_.
- Advanced: After children review the sequence of events of the story, have them think of their own story about why Rabbit has a short tail. Have them label their pictures with the words first, next, then, and finally.

#### Citizenship: Irving Berlin: Immigrant and Patriot

##### Support for English Language Learners:

- Speaking and Writing: Divide children into six groups and assign each group a lesson from the chapter. Have each group summarize what they learned in the lesson: "How do so many different people make one nation?"
- Entering: Have children point to pictures and other graphics in the lesson as they orally summarize what they learned.
- Emerging: Have children summarize what they learned. Encourage them to condense their ideas to create precise and detailed sentences.
- Developing: Have children fill in a main idea and details graphic organizer to help summarize their lesson. Encourage them to use the graphic organizer to condense the details to create precise and detailed sentences.
- Expanding: Have children write a short paragraph summarizing the lesson. Encourage them to condense the ideas presented in the lesson to create precise and detailed sentences. Invite children to share their paragraphs with the class.
- Bridging: Have children write a short paragraph summarizing the lesson using detailed sentences.

#### **Unit Specific Interdisciplinary Connections / Materials:**

Curriculum Connections: Art

Tell children they are going to have an American Indian art show and will invite children from other classes to view and enjoy the show. Allow children to create the artwork of their choice: jewelry, storytelling, or some other American Indian art of their choice that they research.

Jewelry: Provide children with beads, string, leather, feathers, and other supplies to create their own American Indian jewelry and then give them time to create. Help children research the jewelry of different cultural groups and any significance the items used to make the jewelry or the jewelry itself might have.

Storytelling: In groups, have children choose an American Indian story and then practice the art of storytelling at the art show. Children can take turns being the storyteller, or one child can tell the story while the others act it out. Help children research the significance of the story for the cultural group it belongs to. Once children have created their art, have them set up different booths or stations in the classroom. Invite other classes to visit the art show and walk around to the different booths to learn more about American Indian art, culture, customs, and traditions.



**Beyond the Classroom:**

- Take the class on a field trip to a local museum that has an exhibit on immigration and/or American Indians.
- Children can learn more about cultural groups by visiting these Web sites: [www.unesco.org](http://www.unesco.org) and [www.tolerance.org](http://www.tolerance.org).

**Additional Resources**

Printed

Suggested Reading

- Everybody Cooks Rice by Norah Dooley
- Whoever You Are by Mem Fox
- Jouanah: A Hmong Cinderella by Jewell Reinhart Coburn and Tzexa Cherta Lee
- Madlenka by Peter Sis

**Unit # 6**  
**Work in the Community**

**The Big Question**  
**How do people get what they need?**

**Stage 1-**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

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

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

**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 means that we must make choices as we spend, save, and donate money.

**Students will know...**

- how to choose between needs and wants
- what goods and services are.
- who producers and consumers are
- how people spend and save money

- that people work at jobs

#### Learning Objectives:

##### Lesson 1: Needs, Wants, and Choices

- Describe what a need is.
- Describe what a want is.
- Explain why we make choices.
- Distinguish between a want and a need.
- Explain why people use money.
- Understand the following key terms: needs, wants, choice, limited

##### Lesson 2: Goods, and Services

- Identify goods.
- Identify services.
- Distinguish between goods and services.
- Identify goods and services used at home, at school, and in the community.
- Understand the following key terms: goods, services

##### Lesson 3: Producers and Consumers

- Know who producers are.
- Know who consumers are.
- Understand the relationship between consumers and producers.
- Understand how producers market their goods.
- Understand the following key terms: producer, consumer, market, order

##### Lesson 4: We Spend, Budget, and Save

- Explain that a budget is a plan for how to use your money.
- Learn how to make a budget.
- Explain the difference between a want and a need.
- Identify examples of goods and services.
- Understand the following key terms: spend, budget, donate, save

##### Lesson 5: Specialized Work

- Learn about the jobs people do at home.
- Learn about jobs in the community.
- Learn about jobs at school.
- Learn how goods are transported in the community and from faraway places.
- Understand the following key terms: job, work, develop

#### **Instructional Mandates From the New Jersey Department of Education**

##### **Topics addressing the Amistad Commission Mandate...**

##### **Topics addressing the Holocaust Commission mandate...**

##### **Topics addressing the Diversity, Equity, and Inclusion Mandate...**

#### **Common Misconceptions:**

Jobs for Children- Many people associate the word job with getting a paycheck. In fact, helping with household chores at home and school is an important job for children of any age. Although lots of encouragement is important, research suggests that it is better not to give money or other concrete rewards. Regardless of whether children are expected to do household chores every day or once in a while, helping around the house and contributing to family life helps children feel competent and responsible. As a class, make a list of jobs or chores children do at home. Call on volunteers to describe how they feel after doing the jobs.

## Stage 2- Evidence of Learning

### **Formative Activities, Tasks, or Projects:**

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

### **Summative Activities, Tasks, or Projects:**

Culminating Projects of the Unit

## Stage 3- Learning Plan

### **Learning Plan**

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Writing Using Sources: Help Stan Make a Money Plan

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: Needs, Wants, and Choices

Lesson 2: Goods, and Services

Lesson 3: Producers and Consumers

Lesson 4: We Spend, Budget, and Save

Lesson 5: Specialized Work

Literacy Skills: Identify Main Idea and Details

Critical Thinking Skills: Analyze Cost and Benefits

Primary Source: Photograph: Loading Trucks

Citizenship: Sophie Cubbison: Health Food Pioneer

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Write Your Plan

TikaTok

### **Unit Specific Accommodations and Modifications:**

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing wants and needs.

**Beyond the Classroom:**

- Go online to visit the U.S. Mint at <https://www.usmint.gov/kids>. There are games as well as the life story of a coin.
- Children might enjoy seeing how a dollar is made. Visit <https://kids.usa.gov/watch-videos/money/money-factory/index.shtml>.

**Additional Resources****Suggested Reading**

- The Go-Around Dollar by Barbara Adams and Joyce
- Zairns
- The Giant Hug by Sandra Horning
- Rock, Brock, and the Savings Shock by Sheila Bair
- The Tortilla Factory by Gary Paulse

- Special Needs:** Explain that people need food, clothing, and shelter to live. Have children skim the text for pictures that show things people need. If they need assistance, point to different items and ask if it is something people need. For example:  
Do we need food? (yes) Do we need toys? (no)
- Below Level:** Explain that people need food, clothing, and shelter to live. Have children complete the following sentence frames: I need \_\_\_\_\_ to live. I meet this need by \_\_\_\_.
- Advanced:** Explain that people need food, clothing, and shelter to live. Have children write sentences that identify needs and explain how people get each one.

### **Needs, Wants, and Choices**

#### **Support for English Language Learners:**

- Speaking:** Give children ten index cards and have them write need on one side of five cards and want on the other five. Then have children draw pictures of needs and wants on the other side of the cards, as appropriate.
- Entering:** Tell children two examples of needs and two of wants. Have children raise their hand when you say a need. Have children raise a fist when you say a want.
- Emerging:** Have children sort their cards into two piles: wants and needs. Ask them to name the picture and tell whether it is a want or a need.
- Developing:** Have children hold up each card, read the word, and then use these sentence frames to talk about the picture they drew on the card. This is a picture of a \_\_\_\_\_. It is a \_\_\_\_\_ because \_\_\_\_\_.
- Expanding:** Have children hold up their cards one at a time and create a sentence telling if the picture is a want or a need and why.
- Bridging:** Have children write a short summary about the needs and wants pictured.

#### **Differentiated Instruction:**

##### **Use the following activities to differentiate instruction for children when discussing needs and wants.**

- Special Needs:** Invite children to name some wants and needs. Ask them to complete the following sentence frames using the lesson's visuals. I need \_\_\_\_\_ because \_\_\_\_\_. I want \_\_\_\_\_ because \_\_\_\_\_.
- Below Level:** Have children fold a piece of paper in half. Tell them to draw items they need on one half and items they want on the other. Have partners compare their wants and needs.
- Advanced:** Provide children with old magazines and newspapers. Invite children to cut out pictures of wants and needs. Tell them to glue the pictures to index cards and use them to create a game of wants and needs.

### **Goods, and Services**

#### **Differentiated Instruction:**

##### **Use the following activities to differentiate instruction for children when discussing goods and services.**

- Special Needs:** Display several images of goods and services. Have children identify what is shown in each image. Help them identify it as a good or a service.
- Below Level:** Display images of service workers mentioned in the text. Ask children to describe in their own words what each person does. Discuss what the community might be like without these workers.
- Advanced:** Have children work in groups to make a book showing examples of goods and services. Have them write explanatory sentences for each page.

### **Producers and Consumers**

#### **Differentiated Instruction:**

##### **Use the following activities to differentiate instruction for children when discussing producers and consumers.**

- Special Needs:** Ask children about the goods their families buy, including food, clothing, books, shoes, appliances, or toys. Discuss who makes these goods and how these goods get to market.
- Below Level:** Invite groups of children to role-play how goods are made and then sent and sold at a market. Have groups decide what good they will produce and assign roles to each member of the group, including the producer, the person who gets the good to the market, the person who works at the market, and the consumer who buys the good. Have them switch roles so that each child gets an opportunity to play each role.

**Advanced:** Have children choose a good, such as paper towels, and brainstorm how that good is produced. Have them think about who the producers are and how they make the good. If possible, have children conduct some research about their good. Then have them write sentences about who produces the good, how it gets to market, what the market might be, and which consumers buy the good. Have children present their sentences to the rest of the class.

### **We Spend, Budget, and Save**

#### **Support for English Language Learners:**

**Writing and Speaking:** Help children practice using new vocabulary.

**Entering:** Review the vocabulary words. Have children use words or gestures to tell about each word.

**Emerging:** Ask children what a budget is. Have them express their ideas by completing the following sentence frame: A budget is \_\_\_\_\_. Then have children practice using the vocabulary words in written sentences. Support children as needed.

**Developing:** Ask children what they should list first in their budget. Then ask what they would buy if they had money left over. Have them express their ideas by completing the following sentence frames: I should list \_\_\_\_\_ first. If I have money left over I would buy \_\_\_\_\_. Then have children practice using the vocabulary words in written sentences.

**Expanding:** Have children make a budget with two or more items. Then have children practice using the vocabulary words in written sentences.

**Bridging:** Have children write sentences about why it is important to make a budget and what they would buy if they had money left over. Encourage children to use vocabulary words in their sentences. Have them read their sentences to a partner.

#### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when discussing spending, budgeting, and saving money.

**Special Needs:** Review wants and needs. Ask children to name something they want. Have them draw a picture of it. Discuss steps they would follow in order to get what they want.

**Below Level:** Review wants and needs. Ask children to name something they want. Have them draw a picture of it and write a sentence about it. Call on volunteers to list steps they would follow in order to get what they want.

**Advanced:** Review wants and needs. Ask children to name something they want. Have them draw a picture of it and write a sentence about it. Then have them write a budget to show how they could save up for it.

### **Specialized Work**

#### **Support for English Language Learners**

**Speaking:** Have children ask and answer questions about different jobs people do at home.

**Entering:** Act out setting the table. Say: One job I do at home is set the table. Then have children repeat the action with you and echo the sentence. Repeat with other jobs you do at home. Ask children yes/no questions about each job.

**Emerging:** Tell children jobs you do at home. Have children act out the jobs. Encourage children to practice asking wh-questions about each job you perform.

**Developing:** Ask children to act out a job they do at home as they complete the sentence frame: One job I do at home is \_\_\_\_\_. In pairs, have children ask and answer questions about the jobs they do at home.

**Expanding:** Ask children to say one sentence about each job they do at home. In pairs, have children ask and answer questions about the jobs they do.

**Bridging:** In pairs, have children create a word and picture list on chart paper of the jobs they and others in their family do at home. Then have children ask and answer questions about the jobs they and their family do at home.

#### **Differentiated Instruction:**

Use the following activities to differentiate instruction for children when discussing specialized jobs.

**Special Needs:** Have children name the workers in their school. Have them name the tools each person uses to do his or her job.

**Below Level:** Have pairs work together to create a picture dictionary of school workers and their tools.

**Advanced:** Have partners work together to create a two-column chart listing school workers and the jobs they do in the first column and the tools they need to do their jobs in the second column.

### **Literacy Skills: Identify Main Idea and Details**

#### Support for English Language Learners:

- Writing:** Have children find word clues for the main ideas and details.
- Entering:** Help children write the following sentence on a sheet of paper: We went to the library. Then have them draw one detail of what they do at the library.
- Emerging:** Write the following on a sentence strip: We went to the library. Ask children to identify what they do at the library and record their responses on other sentence strips. Use the sentence strips to create a paragraph. Help children identify the main idea. Read each detail aloud.
- Developing:** Write the following on a sentence strip: We went to the library. Ask children to identify what they do at the library and record their responses on other sentence strips. Use the sentence strips to create a paragraph. Help children identify the main idea. Read each detail aloud. Have children discuss if the detail gives more information about the main idea or if it should come out of the paragraph.
- Expanding:** Have children work in groups to write a paragraph. Have each group decide on a topic. If necessary, provide them with a few ideas to choose from. The first child writes a main idea sentence, and the remaining children write detail sentences in turn. Have volunteers read their paragraphs to the class. You may also wish to invite children to draw a picture that illustrates the paragraph.
- Bridging:** Have children write a paragraph about a place they like to visit. Tell them to include a main idea and three detail sentences. You may also wish to invite children to draw a picture that illustrates the paragraph.

#### Differentiated Instruction:

##### Use the following activities to differentiate instruction for children when discussing goods and services.

- Special Needs:** Select a nonfiction book from the class library. Find a simple paragraph which contains several details supporting the main idea. Identify the main idea and details. Have children echo you.
- Below Level:** Display two signs: Main Idea and Details. Select a nonfiction book from the class library. Find a simple paragraph which contains several details supporting the main idea. Say: The main idea of this paragraph is \_\_\_\_\_. (name the main idea) Write the main idea under the sign Main Idea. Repeat the routine with the supporting details.
- Advanced:** Have children select a nonfiction book and choose a paragraph to identify the main idea and supporting details. Have children make a web graphic organizer with the main idea and supporting details.

#### **Literacy Skills: Analyze Cost and Benefits**

#### Differentiated Instruction:

##### Use the following activities to differentiate instruction for children when discussing costs and benefits.

- Special Needs:** Show children a marker and crayon. Tell them to choose either the marker or the crayon. Once they have made their choice, explain that the benefit of their choice is that they get to use the marker (or crayon). The cost is that they do not get to use the crayon (or marker).
- Below Level:** Tell children to pretend they have a choice between a banana or an apple for snack time. Have them draw a picture of the two choices and circle the one they would choose. Then have them write the word cost under the snack they did not choose and the word benefit under the snack they did choose.
- Advanced:** Have children write a paragraph about a time when they made a choice between two goods, such as two toys. Encourage them to tell why they made the choice they did and explain the costs and benefits of their choice.

#### **Primary Source: Photograph: Loading Trucks**

#### Support for English Language Learners:

- Speaking:** Guide children to recognize photographs as primary sources and what can be learned from them.
- Entering:** Point out the photograph in the Worktext. Provide children with words to describe the photograph, such as truck, goods, wood. Have children match the words to the parts of the picture.
- Emerging:** Help children understand that a photograph is a primary source. Hold up a photograph of a school event and have children use this sentence frame: A \_\_\_\_\_ is a primary source. Work together to point out details in the photograph.
- Developing:** Have partners take turns describing the photograph of a school event. Have them use these sentence frames: A \_\_\_\_\_ is a primary source. This \_\_\_\_\_ shows \_\_\_\_\_. Have pairs take turns answering and asking questions about the photograph.



Expanding: Give pairs a photograph of a school event. Have them point out details in the photo. Have them ask and answer questions about the photograph.

Bridging: Give pairs a photograph of a school event. Have them take turns describing something they see in the photo. Have pairs take turns answering and asking questions about the photograph.

#### Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing primary sources.

Special Needs: Display a photograph of a school event. Talk about the event shown in the photo: If you were not at this event, how can you find out about it? You can look at this photograph and others taken at the same event. You can also talk to people who were at the event. A photograph is a primary source.

Below Level: Display a photograph of a school event. Ask a question about the event that can be answered by viewing the photograph. Have children use sentence frames to help them develop background knowledge of photographs as primary sources. This is a \_\_\_\_\_. I can learn more about \_\_\_\_\_ by studying the photograph.

Advanced: Distribute photographs from a school event to pairs of children with similar language abilities. Have them ask and answer questions about the photographs and discuss what they can learn about the school event by studying the photographs.

#### Citizenship Sophie Cubbison: Health Food Pioneer

##### Support for English Language Learners:

Speaking: Help children review spending and economic choices.

Entering: With prompting and support, have children answer questions, using simple sentences, about making monetary choices. Say: You have a choice between two things, a snack or a toy. What is the benefit for buying a toy? (You will have it longer.) Have children echo the answer.

Emerging: Have children answer questions, using simple sentences, about making monetary choices. Say: You have a choice between two things, a snack or a toy. What is the benefit for buying a toy?

Developing: Have partners discuss the benefits of buying a snack and the benefits of buying a toy. Have them complete the sentence frames: If I buy a toy, I will \_\_\_\_\_. If I buy a snack, I will \_\_\_\_\_.

Expanding: Have partners discuss the benefits of buying a snack and of buying a toy.

Bridging: Have partners make a chart listing the benefits of buying two items of their choice. Have children present their charts to you. Ask questions about the chart.

#### **Unit Specific Interdisciplinary Connections / Materials:**

Curriculum Connections: History and Drama

Explain to children that people have always needed goods and services. However, while today we usually buy our goods and services with money, long ago people bartered, or traded, goods and services for other goods and services without exchanging any money.

- Give children examples of bartering. For example, tell them that a chicken farmer might have taken a basket full of eggs to a store and traded the eggs for other goods, such as milk or cleaning supplies. Or someone might have worked on a farm in exchange for a place to live and/or food.
- Tell children that they have probably bartered with a friend. If they have ever traded a toy for another toy, then they have bartered.
- Have partners prepare and act out scenes where they barter goods and services for other goods and services.

Curriculum Connections: Math

Use this lesson to review money. This is an ideal time to work with children to identify coins, practice making change, and solve simple money problems.

- Display coins and a dollar bill. Review the value of each piece of money. Then discuss different ways the coins can add up to 25 cents, 50 cents, and a dollar.
- Have volunteers role-play buying goods and services with play money. Have one child play the role of a store clerk and another child, the consumer. Have the store clerk set up a store using sticky notes for price tags. Then have the consumer choose something to buy from the store clerk. Have the two figure out how much change the store clerk should give the consumer.
- As a class, decide on an item to save for. Research how much that item might cost. Then describe for children how long it would take to save up that much money based on different budgets.

# Grade 1- Social Studies Curriculum- Instructional Standards

## New Jersey Student Learning Standards- Social Studies

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|            |  |
|------------|--|
| SOC.K-12.2 | Gathering and Evaluating Sources                       |
| SOC.K-12.4 | Developing Claims and Using Evidence                   |
| SOC.K-12.6 | Engaging in Civil Discourse and Critiquing Conclusions |
| SOC.K-12.7 | Taking Informed Action                                 |
| SOC.K-12.1 | Developing Questions and Planning Inquiry              |
| SOC.K-12.3 | Seeking Diverse Perspectives                           |
| SOC.K-12.5 | Presenting Arguments and Explanations                  |

## Unit #1: Rights and Responsibilities of Citizens

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|                      |  |
|----------------------|--|
| SOC.6.1.2.CivicsPI.1 | Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).   |
| SOC.6.1.2.CivicsPI.2 | Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.  |
| SOC.6.1.2.CivicsPR.3 | Analyze classroom rules and routines and describe how they are designed to benefit the common good.  |
| SOC.6.1.2.CivicsCM.2 | Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). |
| SOC.6.1.2.CivicsDP.3 | Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.  |
| SOC.6.1.2.CivicsPI.5 | Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.  |
| SOC.6.1.2.CivicsDP.1 | Explain how national symbols reflect on American values and principles.  |
| SOC.6.1.2.CivicsCM.3 | Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.   |
| SOC.6.1.2.CivicsCM.1 | Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.  |
| SOC.6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions.   |
| SOC.6.1.2.CivicsPI.6 | Explain what government is and its function.   |
| SOC.6.1.2.CivicsPI.3 | Explain how individuals work with different levels of government to make rules.  |
| SOC.6.1.2.CivicsPR.1 | Determine what makes a good rule or law.   |
| SOC.6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  |
| SOC.6.1.2.CivicsPI.4 | Explain how all people, not just official leaders, play important roles in a community.  |
| SOC.6.1.2.CivicsPR.4 | Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.                                |
| SOC.6.1.2.CivicsPR.2 | Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.  |
| SOC.6.1.2.CivicsDP.2 | Use evidence to describe how democratic principles such as equality, fairness, and respect   |

for legitimate authority and rules have impacted individuals and communities.

SOC.6.3.2.CivicsPD.1

With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

## **Unit #2: Geography of the Community**

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|-------------------|--|
| SOC.6.1.2.GeoSV.1 | Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).   |
| SOC.6.1.2.GeoSV.3 | Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).   |
| SOC.6.1.2.GeoGl.1 | Explain why and how people, goods, and ideas move from place to place.   |
| SOC.6.1.2.GeoSV.2 | Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).                          |
| SOC.6.1.2.GeoGl.2 | Use technology to understand the culture and physical characteristics of regions.  |
| SOC.6.1.2.GeoSV.4 | Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). |
| SOC.6.1.2.GeoHE.4 | Investigate the relationship between the physical environment of a place and the economic activities found there.  |
| SOC.6.1.2.GeoHE.1 | Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.                                       |
| SOC.6.1.2.GeoPP.1 | Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).  |
| SOC.6.1.2.GeoHE.3 | Identify cultural and environmental characteristics of different regions in New Jersey and the United States.  |
| SOC.6.1.2.GeoHE.2 | Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).                  |

## **Unit #3: Symbols and Traditions of the United States?**

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|                       |  |
|-----------------------|--|
| SOC.6.1.2.HistoryCC.2 | Use a timeline of important events to make inferences about the "big picture" of history.  |
| SOC.6.1.2.HistoryUP.1 | Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.  |
| SOC.6.1.2.HistoryCC.3 | Make inferences about how past events, individuals, and innovations affect our current lives.  |
| SOC.6.1.2.HistoryUP.2 | Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.   |
| SOC.6.1.2.HistoryUP.3 | Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.  |
| SOC.6.1.2.HistoryCC.1 | Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.   |
| SOC.6.1.2.HistoryCA.1 | Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).  |
| SOC.6.1.2.HistorySE.2 | Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). |
| SOC.6.1.2.HistorySE.3 | Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and           |

places).

SOC.6.1.2.HistorySE.1

Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

#### **Unit #4: Life Today and Long Ago**

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SOC.6.1.2.HistoryCC.2

Use a timeline of important events to make inferences about the "big picture" of history.

SOC.6.1.2.HistoryUP.1

Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

SOC.6.1.2.HistoryCC.3

Make inferences about how past events, individuals, and innovations affect our current lives.

SOC.6.1.2.HistoryUP.2

Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

SOC.6.1.2.HistoryUP.3

Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

SOC.6.1.2.HistoryCC.1

Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

SOC.6.1.2.HistoryCA.1

Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

SOC.6.1.2.HistorySE.2

Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

SOC.6.1.2.HistorySE.3

Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

SOC.6.1.2.HistorySE.1

Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

#### **Unit #5: One Nation, Many People**

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SOC.6.1.2.HistoryCC.2

Use a timeline of important events to make inferences about the "big picture" of history.

SOC.6.1.2.HistoryUP.1

Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

SOC.6.1.2.HistoryCC.3

Make inferences about how past events, individuals, and innovations affect our current lives.

SOC.6.1.2.HistoryUP.2

Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

SOC.6.1.2.HistoryUP.3

Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

SOC.6.1.2.HistoryCC.1

Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

SOC.6.1.2.HistoryCA.1

Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

SOC.6.1.2.HistorySE.2

Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

SOC.6.1.2.HistorySE.3

Use historical data from a variety of sources to investigate the development of a local

community (e.g., origins of its name, originating members, important historical events and places).

SOC.6.1.2.HistorySE.1

Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

## **Unit #6: Work in the Community**

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SOC.6.1.2.EconEM.2

Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

SOC.6.1.2.EconET.5

Describe how local and state governments make decisions that affect individuals and the community.

SOC.6.1.2.EconET.2

Cite examples of choices people make when resources are scarce.

SOC.6.1.2.EconGE.1

Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

SOC.6.1.2.EconET.4

Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

SOC.6.1.2.EconET.3

Describe how supply and demand influence price and output of products.

SOC.6.1.2.EconGE.2

Explain why people in one country trade goods and services with people in other countries.

SOC.6.1.2.EconEM.3

Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

SOC.6.1.2.EconET.1

Explain the difference between needs and wants.

SOC.6.1.2.EconEM.1

Describe the skills and knowledge required to produce specific goods and services.

SOC.6.1.2.EconNE.2

Describe examples of goods and services that governments provide.

SOC.6.1.2.EconNE.1

Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

## **College, Career & Civic Life: C3 Framework for Social Studies**

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### **Dimension 1: Developing Questions & Planning Inquiries**

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SOC.K-2.D1.4.K-2

Make connections between supporting questions and compelling questions.

SOC.3-5.D1.1.3-5

Explain why compelling questions are important to others (e.g., peers, adults).

SOC.3-5.D1.2.3-5

Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

SOC.3-5.D1.4.3-5

Explain how supporting questions help answer compelling questions in an inquiry.

SOC.K-2.D1.3.K-2

Identify facts and concepts associated with a supporting question.

SOC.K-2.D1.5.K-2

Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

SOC.K-2.D1.2.K-2

Identify disciplinary ideas associated with a compelling question.

SOC.K-2.D1.1.K-2

Explain why the compelling question is important to the student.

SOC.3-5.D1.5.3-5

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

SOC.3-5.D1.3.3-5

Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

## Dimension 2: Applying Disciplinary Concepts & Tools

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### Economics

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|-----------------------|---|
| SOC.3-5.D2.Civ.10.3-5 | Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.                                  |
| SOC.K-2.D2.Civ.12.K-2 | Identify and explain how rules function in public (classroom and school) settings.  |
| SOC.3-5.D2.Civ.3.3-5  | Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.  |
| SOC.K-2.D2.Civ.5.K-2  | Explain what governments are and some of their functions.   |
| SOC.3-5.D2.Civ.12.3-5 | Explain how rules and laws change society and how people change rules and laws.   |
| SOC.K-2.D2.Civ.10.K-2 | Compare their own point of view with others' perspectives.  |
| SOC.3-5.D2.Civ.6.3-5  | Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. |
| SOC.K-2.D2.Civ.2.K-2  | Explain how all people, not just official leaders, play important roles in a community.   |
| SOC.K-2.D2.Civ.13.K-2 | Begins in grades 3–5  |
| SOC.K-2.D2.Civ.4.K-2  | Begins in grades 3–5  |
| SOC.K-2.D2.Civ.9.K-2  | Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.                              |
| SOC.3-5.D2.Civ.7.3-5  | Apply civic virtues and democratic principles in school settings.   |
| SOC.K-2.D2.Civ.14.K-2 | Describe how people have tried to improve their communities over time.  |
| SOC.3-5.D2.Civ.8.3-5  | Identify core civic virtues and democratic principles that guide government, society, and communities.  |
| SOC.K-2.D2.Civ.7.K-2  | Apply civic virtues when participating in school settings.  |
| SOC.K-2.D2.Civ.6.K-2  | Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.   |
| SOC.3-5.D2.Civ.9.3-5  | Use deliberative processes when making decisions or reaching judgments as a group.  |
| SOC.3-5.D2.Civ.4.3-5  | Explain how groups of people make rules to create responsibilities and protect freedoms.  |
| SOC.K-2.D2.Civ.1.K-2  | Describe roles and responsibilities of people in authority.   |
| SOC.K-2.D2.Civ.3.K-2  | Explain the need for and purposes of rules in various settings inside and outside of school.  |
| SOC.K-2.D2.Civ.11.K-2 | Explain how people can work together to make decisions in the classroom.  |
| SOC.3-5.D2.Civ.5.3-5  | Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.                      |
| SOC.K-2.D2.Civ.8.K-2  | Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.  |
| SOC.3-5.D2.Civ.13.3-5 | Explain how policies are developed to address public problems.  |
| SOC.3-5.D2.Civ.11.3-5 | Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.  |
| SOC.3-5.D2.Civ.2.3-5  | Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.                                 |
| SOC.3-5.D2.Civ.1.3-5  | Distinguish the responsibilities and powers of government officials at various levels and   |

branches of government and in different times and places.

SOC.3-5.D2.Civ.14.3-5

Illustrate historical and contemporary means of changing society.

## Civics

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SOC.K-2.D2.Eco.14.K-2

Describe why people in one country trade goods and services with people in other countries.

SOC.3-5.D2.Eco.1.3-5

Compare the benefits and costs of individual choices.

SOC.K-2.D2.Eco.15.K-2

Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

SOC.3-5.D2.Eco.5.3-5

Explain the role of money in making exchange easier.

SOC.K-2.D2.Eco.8.K-2

Begins in grades 3-5

SOC.3-5.D2.Eco.12.3-5

Explain the ways in which the government pays for the goods and services it provides.

SOC.3-5.D2.Eco.11.3-5

Explain the meaning of inflation, deflation, and unemployment.

SOC.3-5.D2.Eco.14.3-5

Explain how trade leads to increasing economic interdependence among nations.

SOC.3-5.D2.Eco.2.3-5

Identify positive and negative incentives that influence the decisions people make.

SOC.K-2.D2.Eco.4.K-2

Describe the goods and services that people in the local community produce and those that are produced in other communities.

SOC.3-5.D2.Eco.13.3-5

Describe ways people can increase productivity by using improved capital goods and improving their human capital.

SOC.3-5.D2.Eco.8.3-5

Identify examples of external benefits and costs.

SOC.3-5.D2.Eco.3.3-5

Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

SOC.K-2.D2.Eco.13.K-2

Describe examples of capital goods and human capital.

SOC.K-2.D2.Eco.7.K-2

Describe examples of costs of production.

SOC.K-2.D2.Eco.1.K-2

Explain how scarcity necessitates decision making.

SOC.K-2.D2.Eco.5.K-2

Identify prices of products in a local market.

SOC.3-5.D2.Eco.6.3-5

Explain the relationship between investment in human capital, productivity, and future incomes.

SOC.3-5.D2.Eco.9.3-5

Describe the role of other financial institutions in an economy.

SOC.K-2.D2.Eco.11.K-2

Begins in grades 3–5

SOC.3-5.D2.Eco.10.3-5

Explain what interest rates are.

SOC.K-2.D2.Eco.10.K-2

Explain why people save.

SOC.K-2.D2.Eco.3.K-2

Describe the skills and knowledge required to produce certain goods and services.

SOC.3-5.D2.Eco.4.3-5

Explain why individuals and businesses specialize and trade.

SOC.K-2.D2.Eco.2.K-2

Identify the benefits and costs of making various personal decisions.

SOC.3-5.D2.Eco.15.3-5

Explain the effects of increasing economic interdependence on different groups within participating nations.

SOC.K-2.D2.Eco.6.K-2

Explain how people earn income.

SOC.K-2.D2.Eco.9.K-2

Describe the role of banks in an economy.

SOC.3-5.D2.Eco.7.3-5

Explain how profits influence sellers in markets.

SOC.K-2.D2.Eco.12.K-2

Describe examples of the goods and services that governments provide.

## Geography

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|-----------------------|--|
| SOC.3-5.D2.Geo.3.3-5  | Use maps of different scales to describe the locations of cultural and environmental characteristics.  |
| SOC.3-5.D2.Geo.9.3-5  | Analyze the effects of catastrophic environmental and technological events on human settlements and migration.   |
| SOC.3-5.D2.Geo.12.3-5 | Explain how natural and human-made catastrophic events in one place affect people living in other places.  |
| SOC.K-2.D2.Geo.6.K-2  | Identify some cultural and environmental characteristics of specific places.   |
| SOC.3-5.D2.Geo.11.3-5 | Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.                                     |
| SOC.K-2.D2.Geo.11.K-2 | Explain how the consumption of products connects people to distant places.   |
| SOC.K-2.D2.Geo.12.K-2 | Identify ways that a catastrophic disaster may affect people living in a place.  |
| SOC.K-2.D2.Geo.7.K-2  | Explain why and how people, goods, and ideas move from place to place.   |
| SOC.K-2.D2.Geo.4.K-2  | Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.  |
| SOC.K-2.D2.Geo.9.K-2  | Describe the connections between the physical environment of a place and the economic activities found there.  |
| SOC.3-5.D2.Geo.6.3-5  | Describe how environmental and cultural characteristics influence population distribution in specific places or regions.   |
| SOC.3-5.D2.Geo.5.3-5  | Explain how the cultural and environmental characteristics of places change over time.   |
| SOC.K-2.D2.Geo.10.K-2 | Describe changes in the physical and cultural characteristics of various world regions.  |
| SOC.K-2.D2.Geo.1.K-2  | Construct maps, graphs, and other representations of familiar places.  |
| SOC.3-5.D2.Geo.8.3-5  | Explain how human settlements and movements relate to the locations and use of various natural resources.  |
| SOC.K-2.D2.Geo.8.K-2  | Compare how people in different types of communities use local and distant environments to meet their daily needs.   |
| SOC.K-2.D2.Geo.3.K-2  | Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.   |
| SOC.3-5.D2.Geo.2.3-5  | Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. |
| SOC.3-5.D2.Geo.1.3-5  | Construct maps and other graphic representations of both familiar and unfamiliar places.   |
| SOC.K-2.D2.Geo.5.K-2  | Describe how human activities affect the cultural and environmental characteristics of places or regions.  |
| SOC.K-2.D2.Geo.2.K-2  | Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.  |
| SOC.3-5.D2.Geo.4.3-5  | Explain how culture influences the way people modify and adapt to their environments.  |
| SOC.3-5.D2.Geo.10.3-5 | Explain why environmental characteristics vary among different world regions.  |
| SOC.3-5.D2.Geo.7.3-5  | Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.   |

## History

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| SOC.K-2.D2.His.5.K-2 | Begins in grades 3–5 |
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| SOC.K-2.D2.His.8.K-2  | Begins in grades 9–12  |
| SOC.K-2.D2.His.4.K-2  | Compare perspectives of people in the past to those of people in the present.  |
| SOC.3-5.D2.His.17.3-5 | Summarize the central claim in a secondary work of history.  |
| SOC.3-5.D2.His.5.3-5  | Explain connections among historical contexts and people’s perspectives at the time.   |
| SOC.K-2.D2.His.16.K-2 | Select which reasons might be more likely than others to explain a historical event or development.  |
| SOC.K-2.D2.His.3.K-2  | Generate questions about individuals and groups who have shaped a significant historical change.   |
| SOC.K-2.D2.His.1.K-2  | Create a chronological sequence of multiple events.  |
| SOC.3-5.D2.His.6.3-5  | Describe how people’s perspectives shaped the historical sources they created.   |
| SOC.K-2.D2.His.14.K-2 | Generate possible reasons for an event or development in the past.   |
| SOC.K-2.D2.His.9.K-2  | Identify different kinds of historical sources.  |
| SOC.3-5.D2.His.1.3-5  | Create and use a chronological sequence of related events to compare developments that happened at the same time.  |
| SOC.K-2.D2.His.17.K-2 | Begins in grades 3–5   |
| SOC.K-2.D2.His.15.K-2 | Begins in grades 6–8   |
| SOC.3-5.D2.His.7.3-5  | Begins in grades 9–12  |
| SOC.3-5.D2.His.8.3-5  | Begins in grades 9–12  |
| SOC.3-5.D2.His.3.3-5  | Generate questions about individuals and groups who have shaped significant historical changes and continuities.   |
| SOC.3-5.D2.His.9.3-5  | Summarize how different kinds of historical sources are used to explain events in the past.  |
| SOC.K-2.D2.His.7.K-2  | Begins in grades 9–12  |
| SOC.K-2.D2.His.6.K-2  | Compare different accounts of the same historical event.   |
| SOC.3-5.D2.His.16.3-5 | Use evidence to develop a claim about the past.  |
| SOC.3-5.D2.His.2.3-5  | Compare life in specific historical time periods to life today.  |
| SOC.3-5.D2.His.11.3-5 | Infer the intended audience and purpose of a historical source from information within the source itself.  |
| SOC.K-2.D2.His.2.K-2  | Compare life in the past to life today.  |
| SOC.K-2.D2.His.10.K-2 | Explain how historical sources can be used to study the past.  |
| SOC.K-2.D2.His.12.K-2 | Generate questions about a particular historical source as it relates to a particular historical event or development.   |
| SOC.K-2.D2.His.11.K-2 | Identify the maker, date, and place of origin for a historical source from information within the source itself.   |
| SOC.3-5.D2.His.15.3-5 | Begins in grades 6–8   |
| SOC.K-2.D2.His.13.K-2 | Begins at grade 3–5  |
| SOC.3-5.D2.His.10.3-5 | Compare information provided by different historical sources about the past.   |
| SOC.3-5.D2.His.14.3-5 | Explain probable causes and effects of events and developments.  |
| SOC.3-5.D2.His.12.3-5 | Generate questions about multiple historical sources and their relationships to particular historical events and developments.   |
| SOC.3-5.D2.His.13.3-5 | Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. |
| SOC.3-5.D2.His.4.3-5  | Explain why individuals and groups during the same historical period differed in their   |

perspectives.

### **Dimension 3: Evaluating Sources & Using Evidence**

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|------------------|--|
| SOC.K-2.D3.2.K-2 | Evaluate a source by distinguishing between fact and opinion.  |
| SOC.3-5.D3.4.3-5 | Use evidence to develop claims in response to compelling questions.  |
| SOC.3-5.D3.1.3-5 | Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. |
| SOC.3-5.D3.3.3-5 | Identify evidence that draws information from multiple sources in response to compelling questions.                      |
| SOC.K-2.D3.4.K-2 | Begins in grades 3–5   |
| SOC.3-5.D3.2.3-5 | Use distinctions among fact and opinion to determine the credibility of multiple sources.                                |
| SOC.K-2.D3.1.K-2 | Gather relevant information from one or two sources while using the origin and structure to guide the selection.         |
| SOC.K-2.D3.3.K-2 | Begins in grades 3–5   |

### **Dimension 4: Communicating Conclusions & Taking Informed Action**

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|------------------|--|
| SOC.3-5.D4.7.3-5 | Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.   |
| SOC.3-5.D4.2.3-5 | Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.  |
| SOC.K-2.D4.3.K-2 | Present a summary of an argument using print, oral, and digital technologies.  |
| SOC.K-2.D4.8.K-2 | Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.   |
| SOC.3-5.D4.8.3-5 | Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.   |
| SOC.3-5.D4.4.3-5 | Critique arguments.  |
| SOC.K-2.D4.7.K-2 | Identify ways to take action to help address local, regional, and global problems.   |
| SOC.K-2.D4.2.K-2 | Construct explanations using correct sequence and relevant information.  |
| SOC.K-2.D4.4.K-2 | Ask and answer questions about arguments.  |
| SOC.K-2.D4.6.K-2 | Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.  |
| SOC.K-2.D4.1.K-2 | Construct an argument with reasons.  |
| SOC.K-2.D4.5.K-2 | Ask and answer questions about explanations.   |
| SOC.3-5.D4.3.3-5 | Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). |
| SOC.3-5.D4.5.3-5 | Critique explanations.   |
| SOC.3-5.D4.6.3-5 | Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.   |
| SOC.3-5.D4.1.3-5 | Construct arguments using claims and evidence from multiple sources.   |

## **New Jersey Student Learning Standards: Reading**

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| LA.RI.1.1  | Ask and answer questions about key details in a text.  |
| LA.RI.1.2  | Identify the main topic and retell key details of a text.  |
| LA.RI.1.3  | Describe the connection between two individuals, events, ideas, or pieces of information in a text.  |
| LA.RI.1.4  | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  |
| LA.RI.1.5  | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| LA.RI.1.6  | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               |
| LA.RI.1.7  | Use the illustrations and details in a text to describe its key ideas.   |
| LA.RI.1.8  | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.                 |
| LA.RI.1.9  | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                  |
| LA.RI.1.10 | With prompting and support, read informational texts at grade level text complexity or above.  |

## **New Jersey Student Learning Standards: Writing**

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| LA.W.1.1  | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                         |
| LA.W.1.2  | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| LA.W.1.3  | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| LA.W.1.4  | (Begins in grade 3)   |
| LA.W.1.5  | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.                      |
| LA.W.1.6  | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  |
| LA.W.1.7  | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).   |
| LA.W.1.8  | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |
| LA.W.1.9  | (Begins in grade 4)   |
| LA.W.1.10 | (Begins in grade 3)   |

## **New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills**

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## 9.2 Career Awareness

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| WRK.9.1.2.CAP.3 | Define entrepreneurship and social entrepreneurship.                                     |
| WRK.9.1.2.CAP.4 | List the potential rewards and risks to starting a business.                             |
| WRK.9.2.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |
| WRK.9.1.2.CAP.2 | Explain why employers are willing to pay individuals to work.                            |

## 9.4 Life Literacies and Key Skills

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| TECH.9.4.2.DC.4  | Compare information that should be kept private to information that might be made public.  |
| TECH.9.4.2.IML.2 | Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).  |
| TECH.9.4.2.GCA.1 | Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). |
| TECH.9.4.2.DC.2  | Explain the importance of respecting digital content of others.  |
| TECH.9.4.2.IML.1 | Identify a simple search term to find information in a search engine or digital resource.  |
| TECH.9.4.2.TL.4  | Navigate a virtual space to build context and describe the visual content.   |
| TECH.9.4.2.TL.2  | Create a document using a word processing application.   |
| TECH.9.4.2.DC.6  | Identify respectful and responsible ways to communicate in digital environments.   |
| TECH.9.4.2.CT.1  | Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).                                   |
| TECH.9.4.2.DC.5  | Explain what a digital footprint is and how it is created.   |
| TECH.9.4.2.DC.3  | Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).  |
| TECH.9.4.2.CI.1  | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).   |
| TECH.9.4.2.IML.4 | Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).  |
| TECH.9.4.2.DC.1  | Explain differences between ownership and sharing of information.  |
| TECH.9.4.2.CT.2  | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).   |
| TECH.9.4.2.CI.2  | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  |
| TECH.9.4.2.TL.7  | Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).  |
| TECH.9.4.2.CT.3  | Use a variety of types of thinking to solve problems (e.g., inductive, deductive).   |
| TECH.9.4.2.TL.3  | Enter information into a spreadsheet and sort the information.   |
| TECH.9.4.2.TL.1  | Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).  |
| TECH.9.4.2.TL.5  | Describe the difference between real and virtual experiences.  |
| TECH.9.4.2.TL.6  | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).   |
| TECH.9.4.2.DC.7  | Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).  |
| TECH.9.4.2.IML.3 | Use a variety of sources including multimedia sources to find information about topics   |

such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGl.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

## **Career Readiness, Life Literacies, and Key Skills Practices**

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| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals.                         |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |
| CRP.K-12.CRP3  | Attend to personal health and financial well-being.                                |

## **New Jersey Student Learning Standards- Computer Science & Design Thinking**

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| CS.K-2.8.2.2.ETW.1 | Classify products as resulting from nature or produced as a result of technology.   |
| CS.K-2.8.1.2.NI.4  | Explain why access to devices need to be secured.   |
| CS.K-2.8.2.2.ED.2  | Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.                            |
| CS.K-2.8.2.2.ITH.5 | Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.     |
| CS.K-2.8.2.2.ITH.1 | Identify products that are designed to meet human wants or needs.   |
| CS.K-2.8.2.2.NT.2  | Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.   |
| CS.K-2.8.2.2.ETW.3 | Describe or model the system used for recycling technology.   |
| CS.K-2.8.1.2.NI.2  | Describe how the Internet enables individuals to connect with others worldwide.   |
| CS.K-2.8.1.2.IC.1  | Compare how individuals live and work before and after the implementation of new computing technology.                              |
| CS.K-2.8.2.2.EC.1  | Identify and compare technology used in different schools, communities, regions, and parts of the world.                            |
| CS.K-2.8.1.2.NI.1  | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. |
| CS.K-2.8.2.2.ETW.2 | Identify the natural resources needed to create a product.  |
| CS.K-2.8.2.2.ITH.3 | Identify how technology impacts or improves life.   |
| CS.K-2.8.2.2.ED.1  | Communicate the function of a product or device.  |
| CS.K-2.8.2.2.ITH.2 | Explain the purpose of a product and its value.   |
| CS.K-2.8.2.2.ED.3  | Select and use appropriate tools and materials to build a product using the design process.   |

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| CS.K-2.8.2.2.NT.1  | Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.      |
| CS.K-2.8.2.2.ETW.4 | Explain how the disposal of or reusing a product affects the local and global environment.   |
| CS.K-2.8.1.2.NI.3  | Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. |
| CS.K-2.8.2.2.ITH.4 | Identify how various tools reduce work and improve daily tasks.  |