

# Introduction-Grade 1 Social Studies

Content Area: **Social Studies**  
Course(s):  
Time Period: **Sample Time Period**  
Length: **Full Year**  
Status: **Published**

## **Title Page, Table of Contents, Statement of Purpose**

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Statement of Purpose:

The course of study is designed to expose first-grade students to the basic foundations of the world we live in. The purpose of this curriculum is to give learners background knowledge of life long ago. They will be able to examine another culture's traditions and share their own family values with examples. Students will understand why it is important to have laws and rules in our community and schools. They will also look into the past to help them understand how justice helps the community and schools today.

Students will recognize that Thomas Edison's inventions changed our lives immensely. They will understand the importance of saving money. Students will become familiar with the four seasons and understand how seasons affect our daily lives in our state. They will be able to identify different landforms, and waterways on our earth. Students will explore the lives of Native Americans and will compare their life to their present life. They will recognize special landmarks in Sayreville. This knowledge will then be used in their repertoire in their everyday lives. Through the use of aligned standards that support inquiry-based instruction that promotes students evaluating and applying information, communication, problem-solving, and making responsible decisions as responsible members of society. Students will also learn how to research and collaborate with peers. This education will be presented using the technology needed to create exceptional learners.

Table of Contents:

Unit 1: Families Around the World

Unit 2: Citizenship

Unit 3: Economics

Unit 4: Where We Live

Unit 5: Americans Long Ago / Sayreville History

# Unit 1: Families Around the World

Content Area: **Social Studies**  
Course(s):  
Time Period: **1st Trimester**  
Length: **4 Weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will dig deeper into the world around them. They will identify the differences between long ago and present day. They will be able to compare and contrast family life today and long ago. They will be able to examine and explain another culture's traditions to the class. They will discuss their own families' heritage and traditions with examples. This unit will help students understand how all of these components bring families around the world together.

## Enduring Understandings

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- “Long ago” means in the past.
- “Today” is the reverse of the present time.
- Families celebrate different holidays that make the United States diverse.
- Families have different cultural traditions that are celebrated through song, storytelling, pictures, and writing.

## Essential Questions

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- What does “long ago” mean?
- What does “today” mean?
- What was family life like long ago?
- What is family life like today?
- What are the different traditions and celebrations people celebrate?
- What are the ways families display their heritage?

## Summative Assessment and/or Summative Criteria

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- Create a timeline in chronological order of family history
- Easy/Hard BrainPop Jr. Quizzes
- Family interview Sheet
- Create a Museum of Family Traditions
- Teacher Observation/Anecdotal Notes

## **Resources**

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See the Unit 1 Resource folder for additional resources

### Vocabulary:

- Long Ago - A time well before the present, the distant past.
- Today - On or in the course of this present day.
- Holidays - A day of festivity or recreation when no work is done.
- Traditions - The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.
- Celebrate - An acknowledgment (or significant or happy day or event) with a social gathering or enjoyable activity.

### Books:

- Long Ago and Today by Rozanne Lanczak Williams
- Celebrations Around the World by Kathy Halford
- What Do You Celebrate? Whitney Stewart
- The Story of Hanukkah by David A. Adler
- The Night Before Christmas by Clement Moore
- The Gift of Ramadan by Rabiah York Lumbard
- Archie Celebrates Diwali by Mitali Banerjee Ruths
- Dragon Dance: A Chinese New Year Lift-the-Flap Book by Joan Holub
- The Littlest Matryoshka by Corrine Demas Bliss

### Websites:

- Brain Pop/Brain Pop Jr: The meaning of Winter Holidays, Holidays
- YouTube: <https://www.youtube.com/watch?v=RwSYrsjTiW4>

- YouTube: Sid the Science Kid; Holidays for Kids  
<https://www.youtube.com/watch?v=8DZUEUY0SzU&t=968s>
- YouTube: Read Aloud TurkeyClause: <https://www.youtube.com/watch?v=8DZUEUY0SzU&t=968s>
- Discovery Education: Holiday Kids: All About New Years:  
<https://www.youtube.com/watch?v=8DZUEUY0SzU&t=968s>

## Unit Plan

### Unit Plan

Topic/ Selecti on Timefr ame	Gen eral Obj ective s	Instructional Activities	Benchmarks/Assessments	Standar ds
Lesson 1 The differen ces betwee n “long ago” and “today.”  5 Days	Stud ents will be able to identi fy the differ ence betw een “long ago” and “toda y.”  Stud ents will be able to reco gnize that “long ago” mea ns a time well befor e the pres ent,	<p>Watch the video on Discovery Education, DE, to introduce the lesson: <a href="https://app.discoveryeducation.com/learn/search?q=long+ago+and+today+&amp;grade_id=d1362e2c-c910-4ef1-ba3f-5cb692922c51&amp;grade_id=d7fc01bf-a0f3-4011-9704-1a66260a6992&amp;grade_id=d24d43b2-1a43-443f-9cca-aa2680cb6d42&amp;grade_id=342bdef5-1004-4bd3-88a4-d1c81f020842">https://app.discoveryeducation.com/learn/search?q=long+ago+and+today+&amp;grade_id=d1362e2c-c910-4ef1-ba3f-5cb692922c51&amp;grade_id=d7fc01bf-a0f3-4011-9704-1a66260a6992&amp;grade_id=d24d43b2-1a43-443f-9cca-aa2680cb6d42&amp;grade_id=342bdef5-1004-4bd3-88a4-d1c81f020842</a></p> <ul style="list-style-type: none"> <li>• Class brainstorm to establish prior knowledge: What are some events that happened long ago? Use interactive writing to create a chart.</li> <li>• Teach vocabulary: long-ago, today, holidays, traditions, celebrate</li> <li>• Create your own Long Ago museum by collecting artifacts from teachers and/or families from “long ago” and placing them on a timeline.</li> <li>• Have students log each item. Allow students to name what they think each item is and what it does.</li> <li>• Provide general categories for each item (for example transportation, food, entertainment, etc.)</li> <li>• <b>Book:</b> Long Ago and Today by Rozanne Lanczak Williams</li> </ul>	<p>Log into DE for the video.</p> <p>Use a graphic organizer to organize chronological events.  (See <u>Timeline Graphic Organizer</u> in Resource Packet)</p>	6.1.2.Hi storyCC. 1

	the distant past, and that “today” means On or in the course of this present day.		<p>Additional Read aloud: Long Ago and Now</p> <p><a href="https://www.youtube.com/watch?v=U-r-xHln6nE">https://www.youtube.com/watch?v=U-r-xHln6nE</a></p> <p>Brain Pop Jr. Video Christopher Columbus/Quiz. Assign the easy quiz as a modified assessment if needed. Hard Quiz for others.</p> <p><a href="https://jr.brainpop.com/socialstudies/biographies/christophercolumbus/">https://jr.brainpop.com/socialstudies/biographies/christophercolumbus/</a></p>	
Lesson 2 Family life of today and in the past  5 days	Students will be able to compare and contrast family life today and family life long ago.	<ul style="list-style-type: none"> <li>• <b>Interview:</b> Interview a family member about their life as a first grader. Compare and contrast current students’ life as first-grade students with that of their interviewed family members.</li> <li>• <b>Family Artifacts:</b> Students search and find an artifact from home that belongs/belonged to a family member (for example photographs, household items, etc.) Create a classroom museum that encourages other students to interpret the artifacts</li> </ul>	<p>Use a family interview sheet to gather information.</p> <p>(See <u>Family Interview Sheet</u> in Resource Packet)</p>	6.1.2.HistorySE.3
Lesson 3 Traditions and Celebrations That Make the United States Diverse	Students will be able to examine and explain another	<ul style="list-style-type: none"> <li>• <b>Project:</b> Choose a cultural tradition to research. Write about your findings and share them with the class. <ul style="list-style-type: none"> <li>○ Students should answer the questions “Who, What, Where, When, Why, and How?” within their writing. It can be through song, storytelling, drawings, writing, etc.</li> </ul> </li> </ul>	<p>Use a story museum organizer to gather information.</p> <p>(See <u>Story Museum Organizer</u> in Resource Packet)</p>	6.1.2.HistorySE.1 6.1.2.HistorySE.2

5 Days	<p>culture's traditions and write about their findings.</p> <p>Students will be able to present findings about a culture's traditions to the class.</p>		<p>YouTube Video: Kids Share Their Cultural Traditions: Show &amp; Tell Style</p> <p><a href="https://www.youtube.com/watch?v=xerrijAyZs8">https://www.youtube.com/watch?v=xerrijAyZs8</a></p>	
<p>Lesson 4 Ways to Share Heritage (song, storytelling, drawing, writing, etc.) 5 days</p>	<p>Students will be able to discuss their own families' heritage and traditions with the use of examples through song, storytelling, drawing,</p>	<ul style="list-style-type: none"> <li>○ Show where your family comes from on a map.</li> <li>○ <b>Discussion/Venn Diagram:</b> Share heritage and/or family traditions with a partner. Compare and contrast your heritage/traditions with your partner using a Venn diagram.</li> </ul>	<p>Review what a Venn diagram is by showing a video if needed. <a href="https://www.youtube.com/watch?v=lnall7eVQsQ">https://www.youtube.com/watch?v=lnall7eVQsQ</a></p> <p>Use a Venn-Diagram organizer to gather information.</p> <p>(See <u>Venn-Diagram</u> in Resource Packet)</p>	6.1.2.HistoryCC.1

	ng, writin g, and/ or other artifa cts.			

Standards

**SOC.6.1.2.HistoryCC.1** [*Performance Expectation*] - 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.HistoryCC.2** [*Performance Expectation*] - Use a timeline of important events to make inferences about the "big picture" of history.

**SOC.6.1.2.HistoryCC.3** [*Performance Expectation*] - Make inferences about how past events, individuals, and innovations affect our current lives.

**SOC.6.1.2.HistorySE.3** [*Performance Expectation*] - 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** [*Performance Expectation*] - 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.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or the teacher may choose a partner to work with that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.

- Modify the number of vocabulary words used
- Read chapter tests aloud/test orally
- English Language Learners-Provide picture cards with relevant vocabulary, reduce or chunk vocabulary words, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, group students with advanced students to reinforce skills if possible group students with other students with similar backgrounds, and/or language. Repeat and clarify directions often. Transcribe notes for students in their native language.
- Gifted Students- Students will research their special tradition/s/ and create a diorama to represent the information learned.

### **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis, and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis, and prediction are the basis for the effective design of technology systems.

### **Cross Curricular/21st Century Connections**

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- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Life and Career Skills



# Unit 2: Citizenship

Content Area: **Social Studies**  
Course(s):  
Time Period: **1st Trimester**  
Length: **4 Weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will understand why it is important to have laws and rules in our community and school. Students will understand why diversity is important in the community and the school. Students will look into the past to help them understand how justice helps the community and schools today. This unit will help students understand how all of these components show the importance of camaraderie in the community.

## Enduring Understandings

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- Communities need laws to be safe.
- Students need to follow rules in school and will understand why they are important.
- American citizens can participate in community and political life.
- George Washington was the first President of the United States.
- Martin Luther Jr. made many contributions to our country.
- Communities are strengthened when individuals have respect for each other.

## Essential Questions

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- What are laws and rules?
- Why do we need laws and rules?
- What makes a strong community?
- What is diversity?
- How can American citizens participate in political life?
- Who is George Washington?
- Who is Martin Luther King Jr?

## **Summative Assessment and/or Summative Criteria**

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- Have students make a poster titled "No Bully Zone" or a poster stating a positive message
- Have students write a few sentences about George Washington
- Have students write a few sentences about Martin Luther King, Jr.
  
- Teacher Observation/Anecdotal Notes

## **Resources**

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See the Unit 2 Resource folder for additional resources

Vocabulary:

- Laws - a rule defining correct procedure or behavior in a sport.
- George Washington - an American military officer, statesman, and Founding Father who served as the first president of the United States from 1789 to 1797.
- Martin Luther King Jr. - An African-American clergyman and political leader of the twentieth century; the most prominent member of the civil rights movement.
- Community - a group of people living in the same place or having a particular characteristic in common..

Books:

- Franklin's Neighborhood by Paulette Bourgeois
- On the Town: A Community Adventure by Judith Caseley
- I Live in Brooklyn by Mari Takabayashi
- Look Where We Live!: A First Book of Community Building by Scot Ritchie
- The One Day House by Julia Durango
- It Takes a Village: Picture Book Edition by Hillary Rodham Clinton
- City Green by Dyanne DiSalvo-Ryan
- Do Something in Your City by Amanda Rondeau
- I am a Good Citizen by Mary Ann Hoffman

- Being a Good Citizen: A Book About Citizenship (Way to Be!) by Mary Small

Websites:

- BrainPOP/Brain Pop Jr: Citizenship, Citizenship Being a Good Citizen
- YouTube: <https://www.youtube.com/watch?v=4xXZhXTFWnE>
- YouTube: <https://www.youtube.com/watch?v=hAajmjibego>
- Discovery Education
- Kid President via YouTube

## Unit Plan

### Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments/Resources	Standards
What are laws and rules? Why are they important?  3 Days	Students will be able to infer what their community would be like without laws and rules.	<ul style="list-style-type: none"> <li>• Discuss what laws and rules are. Display posters found in <b>Resource Folder: School Rules Posters</b> for further discussion and examples.</li> <li>• Discuss what would happen if community members did not fulfill their responsibilities of abiding by laws and rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>School Rules Posters</b> in Resource Folder</li> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion with peers</li> <li>• Writing samples/Illustrations</li> <li>• Anchor Chart contributions</li> </ul>	Soc.6.1.2.CivicsPR.3

<p>Why do we need rules, laws, and government ?</p> <p>Does tolerance help us work in diverse communities?</p> <p>3 Days</p>	<p>Students will be able to infer why it is important to have rules and laws.</p> <p>Students will be able to discuss what tolerance looks and sounds like in a diverse community.</p>	<ul style="list-style-type: none"> <li>• <b>Role Play:</b> give examples of bullying situations. Display poster <b>Conflict vs. Bullying</b></li> <li>• Discuss what tolerance is. <ul style="list-style-type: none"> <li>○ What could tolerance look/sound like in a diverse community?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>Conflict vs. Bullying Poster</b> in the resource folder</li> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion with peers</li> <li>• Writing samples/Illustrations</li> <li>• Anchor Chart contributions</li> </ul>	<p>Soc.6.1.2.Civics PR.3</p>
<p>Diversity, tolerance, fairness, and respect for others</p> <p>3 Days</p>	<p>Students will be able to determine the meaning of diversity.</p> <p>Students will be able to discuss tolerance, fairness, and respect for others' work in a diverse community.</p>	<ul style="list-style-type: none"> <li>• List solutions for bullying in the school and/or classroom.</li> <li>• Discuss how tolerance, fairness, and respect are all necessary attributes for a safe and strong community.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a poster stating "No Bully Zone" or something with a positive message.</li> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion with peers</li> <li>• Writing samples/Illustrations</li> <li>• Anchor Chart contributions</li> </ul>	<p>Soc.6.1.2.Civics PI.4</p>

<p>Characteristics of a good citizen</p> <p>3 Days</p>	<p>Students will be able to describe how American citizens can participate in community and political life.</p>	<ul style="list-style-type: none"> <li>• Write a list of responsibilities at home, school, and the community <ul style="list-style-type: none"> <li>○ Discuss how these responsibilities are similar and different.</li> <li>○ Discuss what would happen if community members did not fulfill these responsibilities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion with peers</li> <li>• Writing samples/Illustrations</li> <li>• Anchor Chart contributions</li> </ul>	<p>Soc.6.1.2.CivicsPI.4</p>
<p>Who is George Washington? How did his contributions to our country help us today?</p> <p>5 Days</p>	<p>Students will be able to describe who George Washington was.</p> <p>Students will be able to describe how his actions and contributions to</p>	<ul style="list-style-type: none"> <li>• Display a variety of books or watch the YouTube video regarding George Washington. Ask the students to write 1-2 sentences telling why this person was a good citizen and how they</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=3IXnfitSoYw">https://www.youtube.com/watch?v=3IXnfitSoYw</a></li> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion with peers</li> <li>• Writing samples/Illustrations</li> <li>• Anchor Chart contributions</li> <li>• Use <b>George Washington stationary</b> in Resource Folder.</li> </ul>	<p>Soc.6.1.2.CivicsSDP.3</p>

	our country help us today.	<p>themselves can also be a good citizen.</p> <ul style="list-style-type: none"> <li>• Write a narrative with George Washington as the main character.</li> </ul>		
<p>Who is Dr. Martin Luther King Jr? How did his contributions to our country help us today?</p> <p>5 Days</p>	<p>Students will be able to describe who Dr. Martin Luther King Jr. was.</p> <p>Students will be able to describe how his actions and contributions to our country help us today.</p>	<ul style="list-style-type: none"> <li>• Display a variety of books or watch the YouTube video regarding MLK Jr.</li> <li>• Ask the students to write 1-2 sentences telling why this person was a good citizen and how they themselves can also be a good citizen.</li> <li>• Write a narrative with Dr. Martin Luther King Jr. as the main character.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=kwZxJEUOvS0">https://www.youtube.com/watch?v=kwZxJEUOvS0</a></li> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion with peers</li> <li>• Writing samples/Illustrations</li> <li>• Anchor Chart contributions</li> <li>• Use <b>Dr. Martin Luther King, Jr stationary</b> in Resource Folder.</li> </ul>	Soc.6.1.2.Civics SDP.3
<p>What is justice? How does it help our communities?</p> <p>2 Days</p>	<p>Students will be able to describe the meaning of justice as fairness for all.</p> <p>Students will be able to determine how justice helps our</p>	<ul style="list-style-type: none"> <li>• Have mock segregation based on superficial characteristics (for example: allowing all students except for those wearing black sneakers to sit on a rug, giving a homework pass to all</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion with peers</li> <li>• Writing samples/Illustrations</li> <li>• Anchor Chart contributions</li> </ul>	Soc.6.1.2.Civics SCM.3

	community and its members.	students wearing a red shirt, etc.) <ul style="list-style-type: none"> <li>• <b>Read or Listen:</b> Little Red Hen. Discuss and/or write about if the barn animals were being fair. Support your position using the text.</li> </ul>		
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## Standards

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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.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.
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.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
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.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.

## Suggested Modifications for Special Education, ELL and Gifted Students

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Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.

- Alter assignment lengths if necessary.
- Provide additional examples of annotation and signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or the teacher may choose a partner to work with that the student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the number of vocabulary words used
- Read chapter tests aloud/test orally
- English Language Learners-Provide picture cards with relevant vocabulary, reduce or chunk vocabulary words, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, group students with advanced students to reinforce skills if possible group students with other students with similar backgrounds, and/or language. Repeat and clarify directions often. Transcribe notes for students in their native language.
- Gifted Students- Students will research a famous political figure and create a diorama to represent the information learned.

### **Suggested Technological Innovations/Use**

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis, and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis, and prediction are the basis for the effective design of technology systems.

### **Cross Curricular/21st Century Connections**



- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Life and Career Skills

# Unit 3: Economics

Content Area: **Social Studies**  
Course(s):  
Time Period: **2nd Semester**  
Length: **4 Weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will dig deeper into the world around them. They will learn that Thomas Edison's inventions changed our lives. They will learn that working people get the things they need and want by saving money. Students will understand the importance of saving money. This unit will help students understand how all of these components create a connected world.

## Enduring Understandings

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- Thomas Edison's inventions have changed the world.
- Understand the difference between a need and a want.
- Volunteers do important jobs without getting paid.
- Goods are things that are grown or made. A service is something that people do for others.
- A producer makes or grows goods to sell and a consumer uses the goods. We are all consumers.
- A factory is a building where things are made.

## Essential Questions

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- Who was Thomas Edison?
- What did Thomas Edison invent and how do we use those inventions today?
- What is money and why do we need it?
- What is a good and what is a service?
- What is the purpose of saving money?
- What is a factory?

## Summative Assessment and/or Summative Criteria

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- Brain Pop video on Thomas Edison Quiz
- Brain Pop quiz on needs and wants
- Brain Pop quiz on Saving and Spending
  
- Teacher Observation/Anecdotal Notes

## Resources

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See the Unit 3 Resource folder for additional resources

Vocabulary:

- Thomas Edison - a famous US inventor. His inventions included the machine for reproducing sound, the electric light bulb, and the 'kinescopic camera', later used in cinemas.
- Needs - of necessity.
- Wants - have a desire to possess or do (something); wish for.
- Volunteer - freely offer to do something.
- Goods - merchandise or possessions.
- Service - the action of helping or doing work for someone.
- Consumer - a person who purchases goods and services for personal use.
- Factory - a building or group of buildings where goods are manufactured or assembled chiefly by machine.

Books:

- Interactive Notebook: Needs and Wants. \*\*\* OPTIONAL ACTIVITY\*\* See Resource folder
- A Chair for My Mother, by Vera Williams
- [Alexander, Who Used to Be Rich Last Sunday](#) by Judith Viorst
- [How Much Is that Doggie in the Window?](#) by Iza Trapani
- [If You Give a Mouse a Cookie](#) by Laura Numberoff
- [Just Shopping with Mom](#) by Mercer Mayer
- [Max's Dragon Shirt](#) by Rosemary Wells

- [The Giving Tree](#) by Shel Silverstein

Websites:

- Brain Pop/Brain Pop Jr: Saving and Spending
- Brain Pop: Thomas Edison
- YouTube: <https://www.youtube.com/watch?v=NfurkrZEn3Q>
- YouTube: <https://www.youtube.com/watch?v=K3YSaQ5pZMM>
- YouTube: Saving Money for Kids
- Teachers Pay Teachers: <https://www.teacherspayteachers.com/Product/Need-and-Wants-Scout-Freebie-3126412?st=3fb091740dc141fbddaf6ca83d3ac1d9>
- Discovery Education

## Unit Plan

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### Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments /Resources	Standards
Thomas Edison's Inventions and How They Have Changed Our Lives  5 Days	Students will be able to identify Thomas Edison's inventions.  Students will be able to describe how the loss of a Thomas Edison invention	Watch the Brain Pop Video on Thomas Edison to introduce the lesson.  <a href="https://www.brainpop.com/science/energy/thomasedison/">https://www.brainpop.com/science/energy/thomasedison/</a>  <ul style="list-style-type: none"> <li>• Introduce vocabulary: Thomas Edison</li> <li>• Discuss some of Thomas Edison's inventions.</li> <li>• He did not invent the lightbulb; in 1879 he patented an improved version of the bulb.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the BrainPop video on Thomas Edison</li> <li>• Have students take the quiz on Thomas Edison</li> <li>• Make a list on chart paper of Edison's inventions; note student's contributions</li> </ul>	6.1.2.Econ GE.3

	n would change their life.	<p>*Incandescent Lightbulb - an electric light with a wire filament heated until it glows.</p> <ul style="list-style-type: none"> <li>• *Phonograph - a record player, or more recently a turntable.</li> <li>• *Kinetoscope - an early motion picture exhibition device, designed for films to be viewed by one person at a time through a peephole viewer window.</li> <li>• *Pre-cursor to an x-ray machine</li> <li>• *An improved stock ticker</li> <li>• *The first movie camera</li> </ul> <p>Challenge students to think about how their life would be different if they did not have one of Thomas Edison's inventions.</p> <ul style="list-style-type: none"> <li>• Write about what life would be like without one of Thomas Edison's inventions.</li> </ul>		
Needs vs. Wants  5 Days	Students will be able to distinguish the difference between a need and a want.	<ul style="list-style-type: none"> <li>• Introduce vocabulary: Needs and Wants</li> <li>• Discuss the difference between needs and wants. What defines a need and a want? <ul style="list-style-type: none"> <li>○ Give examples of each</li> </ul> </li> <li>• Discuss how people get what they want.</li> <li>• Make a list of needs</li> <li>• Make a list of wants</li> <li>• Homework: list items that families spend money on within a week. Categorize them into needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>Needs and Wants Sort</b> in the Resource Folder</li> <li>• Use the <b>Mini-book of Needs and Wants</b> to be found in the resource folder</li> <li>• Display <b>Scout-Needs and Wants</b> in the classroom. See resource folder.</li> </ul>	6.1.2.Civics PI.2 6.1.2.Econ ET
What is money and why do we need it?  What is good? What is a service? How are they similar and different?  5 Days	<p>Students will be able to understand and what money is and why we need it.</p> <p>Students will be able to define, compare, and contrast goods and services</p>	<ul style="list-style-type: none"> <li>• Introduce vocabulary: goods and services</li> <li>• Discuss different jobs and their potential salaries.</li> <li>• Consider hosting a day for students' parents to come in and discuss their jobs with the class.</li> <li>• List goods and services</li> <li>• Discuss how they work together</li> <li>• Plan to provide a good or service to your school</li> <li>• Discuss the similarities and differences between goods/services needed within a home, community, and/or nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Show the BrainPop video on Saving and Spending</li> <li>• Take the Brain Pop quiz on Saving and Spending</li> <li>• Use the <b>Goods and Services</b> posters found in the resources folder</li> <li>• Use the <b>Goods and Services</b> sort found in the resources folder</li> <li>• Use the <b>Goods and Services</b> mini-book found in the resources folder</li> </ul>	6.1.2.Civics PI.2

<p>What is the purpose of saving money?</p> <p>Why should you save wisely?</p> <p>5 Days</p>	<p>Students will be able to understand and the importance of saving money.</p>	<ul style="list-style-type: none"> <li>• Assign each student in the class a job and a salary. Pay students to service them, but require them to save a portion of their salary for savings: goods, bills, and other services each payday. At the end of the unit, allow students to spend their savings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use play money from the math kit to pay students' salaries.</li> <li>• Set up a "Store" in the classroom using a variety of classroom items. Mark them with a price tag. Use pictures to display age-appropriate items such as bikes, video games, clothes/sneakers, and toys.</li> </ul>	<p>6.1.2.Econ ET.4</p>
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### **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
  - Students may choose a partner or the teacher may choose a partner to work with that the student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the number of vocabulary words used
- Read chapter tests aloud/test orally
- English Language Learners-Provide picture cards with relevant vocabulary, reduce or chunk vocabulary words, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, group students with advanced students to reinforce skills if possible group students with other students with similar backgrounds, and/or language. Repeat and clarify directions often. Transcribe notes for students in their native language.
- Gifted Students- Students will cut pictures of advertisements and glue them onto a poster to show if the item is a need or

want to represent the information learned.

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.EconET.1	Explain the difference between needs and wants.
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.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

### **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis, and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis, and prediction are the basis for the effective design of technology systems.

### **Cross Curricular/21st Century Connections**

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- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Life and Career Skills

# Unit 4: Where We Live

Content Area: **Social Studies**  
Course(s):  
Time Period: **3rd Trimester**  
Length: **4 Weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will become familiar with the four seasons and understand how seasons affect our daily life in our state. They will be able to identify the equator on a map and locate states, countries, and the continent they live on. They will be able to identify the different types of water and land on the Earth. This unit will help students understand how all of these components are the makeup of Earth.

## Enduring Understandings

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- There are four seasons, winter, spring, summer, and fall.
- Weather affects our daily activities.
- The equator is an imaginary line around the Earth.
- We use maps to identify states, countries, and continents.
- We use maps to identify bodies of water and different landforms.

## Essential Questions

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- What are the four seasons?
- What are the fifty states?
- What is an equator?
- What are the seven continents?
- What are the different landforms on Earth?

## Summative Assessment and/or Summative Criteria

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- Favorite activity writing sample
- Continent and Ocean labeling assignment
- Landform assignment



- Teacher Observation/Anecdotal Notes

## **Resources**

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See the Unit 4 Resource folder for additional resources

### Vocabulary:

- Seasons - each of the four divisions of the year (spring, summer, autumn, and winter) marked by particular weather patterns and daylight hours, resulting from the earth's changing position with regard to the sun.
- Weather - the state of the air and atmosphere at a particular time and place: the temperature and other outside conditions (such as rain, cloudiness, etc.) at a particular time and place.
- Equator -an imaginary line drawn around the earth equally distant from both poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°.
- Maps - a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.

### Books:

- Thunder-Boomer! by Shutta Crum
- Twister on Tuesday by Mary Pope Osborne
- Come on Rain by Karen Hesse
- Magic School Bus Inside a Hurricane
- Clouds by Anne Rockwell
- The Seasons of Arnold Apple Tree by Gail Gibbons
- My Friend Earth by Patricia MacLachlan

### Websites:

- BrainPop/Brain Pop Jr: Weather; Maps; Seasons
- YouTube: <https://www.youtube.com/watch?v=Uo8lbeVVb4M>
- YouTube: <https://www.youtube.com/watch?v=gATj3rEFxm>

- YouTube: <https://www.youtube.com/watch?v=8ZjpI6fgYSY>
- YouTube: Weather for Kids; Seasons; Maps; 50 states
- Discovery Education

## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments/Resources	Standards
Characteristics of the four seasons.  How do the seasons affect our daily lives?  5 Days	Students will be able to identify the four seasons.  Students will be able to compare and contrast the four seasons.  Students will be able to discuss how the seasons affect our daily lives in New Jersey.	Watch the video on YouTube to introduce the lesson:  <a href="https://www.youtube.com/watch?v=Uo8lbeVVb4M">https://www.youtube.com/watch?v=Uo8lbeVVb4M</a>  Introduce vocabulary: Seasons, weather <ul style="list-style-type: none"> <li>• Using a Venn diagram, compare and contrast the two of the four seasons (for example winter vs. summer/spring vs. fall)</li> <li>• Make a chart discussing how the seasons and their weather impact our daily lives               <ul style="list-style-type: none"> <li>○ example: attire, transportation, and activities</li> </ul> </li> <li>• Write about your favorite activity. Talk about how the weather might affect your ability to enjoy this activity. (example: I love going to the beach. I can not go to the beach if it is raining. If it is too sunny out, I might get burnt at the beach.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=Uo8lbeVVb4M">https://www.youtube.com/watch?v=Uo8lbeVVb4M</a></li> <li>• <a href="https://www.youtube.com/watch?v=gATj3rEFxmU">https://www.youtube.com/watch?v=gATj3rEFxmU</a></li> <li>• <a href="https://www.youtube.com/watch?v=8ZjpI6fgYSY">https://www.youtube.com/watch?v=8ZjpI6fgYSY</a></li> </ul> <p>Use <b>Venn Diagram</b> in the resource folder to assist with the lesson.</p>	6.1.2.Geo.HE.1

<p>Weather varies depending on the location of Earth and its relation to the sun.</p> <p>What do we use diagrams, maps, pictures, and charts for? How do they help our understanding?</p> <p>5 Days</p>	<p>Students will be able to identify different weather expectations in different regions of the world.</p> <p>Students will be able to identify the equator on a map.</p> <p>Students will be able to identify the difference between diagrams, maps, pictures, and charts.</p> <p>Students will be able to discuss the reasons for using diagrams, maps, pictures, and charts to heighten their understanding of a concept.</p>	<ul style="list-style-type: none"> <li>• Introduce vocabulary: equator, maps</li> <li>• Show students where to find the Earth’s equator on a globe.</li> <li>• Discuss the sun’s relation to the equator during different parts of the year using New Jersey as a relatable example. <ul style="list-style-type: none"> <li>○ In the summer, the sun is close to the equator and New Jersey gets warmer. In the winter, the sun is further from the equator so our weather gets colder.</li> </ul> </li> <li>• Use a map/globe to identify what the weather might be like in various regions of the planet.</li> <li>• Use a Venn diagram to compare and contrast weather on Earth in different regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>Equator Hemispheres and Poles of the World Labeling</b> sheet in the resource folder.</li> </ul>	<p>6.1.2.Geo.SV.1</p>
<p>What (state, country, continent) do we live</p>	<p>Students will be able to locate the</p>	<ul style="list-style-type: none"> <li>• Students will use a map to locate their continent, country, state, and community.</li> <li>• Discuss the difference</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>Continent and Ocean Cut and Paste</b> worksheet in the resource folder.</li> <li>• Use the <b>Label the World:</b></li> </ul>	<p>6.1.2.CivicsPI.1</p>

<p>in/on?</p> <p>There are many names for where we live (i.e. home, community, state, country, and continent).</p> <p>3 Days</p>	<p>state, country, and continent that they live in by using a map.</p>	<p>between each location label and how they describe where they live.</p>	<p><b>Oceans and Continents</b> activity in the resource folder</p>	
<p>What role do natural resources play in our lives? (air, land, water, and plants)</p> <p>3 Days</p>	<p>Students will be able to identify and discuss the role that natural resources play in our lives.</p>	<ul style="list-style-type: none"> <li>• Identify natural resources: air, land, water, and plants</li> <li>• Discuss how humans might impact this list (pollution, building, filtration, and consumption)</li> <li>• Choose one natural resource that you think is the most important and write about its role in your life. Write about how you might preserve it after learning about how important it is.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>Natural Resources</b> sheet in the resource folder</li> <li>• <a href="https://www.youtube.com/watch?v=ajk-pvm5vfQ">https://www.youtube.com/watch?v=ajk-pvm5vfQ</a></li> </ul>	<p>6.1.2.Eco nNE.1</p>
<p>Describe, compare, and contrast the physical characteristics of places.</p> <p>3 Days</p>	<p>Students will be able to describe, compare, and contrast the physical characteristics of places.</p>	<ul style="list-style-type: none"> <li>• To help identify what makes communities different from one another, sort pictures of different communities (city- transportation, country- animals, structures, etc.</li> <li>• Read <i>Town Mouse and Country Mouse</i></li> <li>• Discuss different types of neighborhoods.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=OQxRVOG10ZA">https://www.youtube.com/watch?v=OQxRVOG10ZA</a></p>	<p>6.1.2.Geo .HE.2</p>
<p>Water Vs. Land</p> <p>2 Days</p>	<p>Students will be able to distinguish between different types of water and land.</p>	<ul style="list-style-type: none"> <li>• Discuss the characteristics of water vs. land.</li> <li>• Identify and show different water sources (ocean, lake, pond, etc.)</li> <li>• Identify and show different land sources (mountains, hills, deserts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>Landform Foldable</b> activity in the resource folder</li> </ul>	<p>6.1.2.Geo SV.1</p>

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or the teacher may choose a partner to work with that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the number of vocabulary words used
- Read chapter tests aloud/test orally
- English Language Learners-Provide picture cards with relevant vocabulary, reduce or chunk vocabulary words, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, group students with advanced students to reinforce skills if possible group students with other students with similar backgrounds, and/or language. Repeat and clarify directions often. Transcribe notes for students in their native language.
- Gifted Students- Students will write a persuasive paragraph about a season of their choice to represent the information learned. See **Seasonal Persuasive Writing Prompts** in the resource folder.

SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
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.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

## **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

### **Cross Curricular/21st Century Connections**

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- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Life and Career Skills

# Unit 5: Americans Long Ago/Sayreville History

Content Area: **Social Studies**  
Course(s):  
Time Period: **3rd Trimester**  
Length: **4 Weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will explore what life was like for Native Americans in the past. They will compare their life to their present life. They will be able to identify local historical figures and recognize landmarks in Sayreville, New Jersey. This unit will help students understand how all of these components make Sayreville special.

## Enduring Understandings

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- Historical figures have made an influence on our life today.
- Native Americans lived here long before the United States was a country.
- Sayreville has many historical figures and landmarks.
- Sayreville was home to many famous celebrities.

## Essential Questions

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- What was life like for Native Americans in the past?
- How do they compare to present life?
- What historical figures have influenced our lives today?
- What famous people were born and raised in Sayreville?
- What contributions have historical figures made to Sayreville?
- What famous landmarks are in Sayreville?

## Summative Assessment and/or Summative Criteria

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- Teacher Observation/Anecdotal Notes

## Resources

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See the Unit 5 Resource folder for additional resources.

Vocabulary:

- Native Americans- a member of any of the indigenous peoples of North, Central, and South America, especially those indigenous to what is now the continental US.
- Landmark- an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.

Books:

- The Legend of the Indian Paintbrush by Tomie dePaola
- The Very First Americans by Cara Ashrose
- We Are Still Here!: Native American Truths Everyone Should Know by Traci Sorell and Frané Lessac

Websites:

- <https://www.youtube.com/watch?v=y9-ymLpO58&t=3s> Native Americans for Kids: Cherokee, Apache, Navajo, Iroquois, and Sioux Read Aloud
- <https://www.youtube.com/watch?v=QXBNCX4Och8> Native American Heritage Day for Kids Read Aloud
- <https://www.youtube.com/watch?v=gBQU6hLjLH4> The Story of Bluebonnet – Native American Collection Read Aloud
- <https://storylineonline.net/books/knots-on-a-counting-rope/> Storyline Online Read Aloud: Knots on a Counting Rope, Read by Bonnie Bartlett & William Daniels. Written by Bill Martin Jr. and John Archambault Illustrated by Ted Rand
- Brain Pop Jr. has a variety of *Native American* videos as an additional resource



## Unit Plan

Topic/Selecti on Timeframe	General Objective s	Instructional Activities	Benchmarks/Assessments/Resource s	Standards
<p>What was life like for Native Americans in the past? How do they compare to present life?</p> <p>5 Days</p>	<p>Students will be able to discuss how the contributions of Native Americans influence our lives today.</p>	<ul style="list-style-type: none"> <li>• Watch the suggested videos on YouTube to introduce the lesson. This will describe who Native Americans are and how Native Americans are celebrated in the modern day.</li> <li>• Have the class brainstorm their prior knowledge of Native Americans.</li> <li>• Compare and contrast Native Americans in the past and present using a Venn Diagram.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=_y9-ymLpO58&amp;t=3s">https://www.youtube.com/watch?v=_y9-ymLpO58&amp;t=3s</a></p> <p><b>Native Americans for Kids: Cherokee, Apache, Navajo, Iroquois, and Sioux</b></p> <p>***** *****</p> <p><a href="https://www.youtube.com/watch?v=4VrcYWbjQ2I">https://www.youtube.com/watch?v=4VrcYWbjQ2I</a></p> <p><b>What is Native American Heritage Month? Facts for Kids</b></p> <p>Use the <b>Venn Diagram</b> found in the Resource Folder for Unit 5.</p>	<p>6.1.2.CivicsD P.3</p>
<p>Discuss how the contributions of historical figures affect our lives today.</p> <p>5 Days</p>	<p>Students will be able to discuss how important historical figures have influenced our lives today. Our elementary schools in</p>	<ul style="list-style-type: none"> <li>• Display some posters of historical figures to the class.</li> <li>• Discuss/answer the question: What was _____'s contribution/s/ to our community? How does that affect the way we live our lives?</li> <li>• Have students</li> </ul>	<p>Display the suggested posters: <b>Influential Presidents in US History or Presidents at a Glance</b> found in the Resource Folder for Unit 5.</p> <p>See Resource Folder Unit 5 for <b>Presidential Facts Bracelets.</b></p>	<p>6.1.2.CivicsD P.3</p>

	<p>Sayreville are named after three presidents of the United States. Emma L. Arleth Elementary School was named Emma Louise Arleth who dedicated 43 years to Sayreville's children. Kennedy Park was named after the thirty-fifth president of the United States.</p>	<p>make facts bracelets after research has been conducted.</p>		
<p>Important historical figures and landmarks in Sayreville.</p> <p>How have these figures/landmarks benefitted the Sayreville community?</p> <p>5 Days</p>	<p>Students will be able to identify local historical figures and landmarks in Sayreville, NJ.</p>	<ul style="list-style-type: none"> <li>• Create a KWL chart about historical figures/landmarks that are well-known in Sayreville. List what you know about them and want to learn.</li> <li>• Have the students choose a figure/landmark to begin a research project. Borrow presidential books from the school library as a resource for the students.</li> </ul>	<p>Use the <b>KWL</b> found in the Resource Folder for Unit 5.</p>	<p>6.1.2.CivicsDP.3</p>

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.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
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.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Alter assignment lengths if necessary.
- Provide additional examples of annotation and signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or the teacher may choose a partner to work with that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the number of vocabulary words used
- Read chapter tests aloud/test orally
- English Language Learners-Provide picture cards with relevant vocabulary, reduce or chunk vocabulary words, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, group students with advanced students to reinforce skills if possible group students with other students with similar backgrounds, and/or language. Repeat and clarify directions often. Transcribe notes for students in their native language.
- Gifted Students- Students will research their respective elementary school and display their research on a poster to be shared with the class.

## **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
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### **Cross Curricular/21st Century Connections**

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- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Life and Career Skills