

Berkeley Heights Public Schools Curriculum
Berkeley Heights, New Jersey



Social Studies Units of Study

Grade 1

Date Adopted: August 2021



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ACKNOWLEDGEMENTS

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DOCUMENT OVERVIEW

The guidelines for developing curriculum in the Berkeley Heights Public Schools include the New Jersey State Learning Standards (NJSLS). These standards spell out specific learning expectations for each grade level and content area. We use a variation of the *Understanding by Design* (UbD) model of curriculum development and organization.

Prerequisite Knowledge and Skills: A brief description of foundational knowledge and skills that students should have mastered to equip them with the readiness skills necessary to make meaning of the objective of this lesson/unit.

Essential Questions and Enduring Understandings: These questions are used to help students conceptualize overarching ideas and to find personal meaning in their learning. Enduring Understandings are statements summarizing important ideas, key take-aways, and core processes that are central to a discipline, and have lasting value beyond the classroom.

Formative Assessment: Assessments that give ongoing diagnosis of learning as students engage in the unit. Results of formative assessment are used for reteaching or extending learning.

Summative Assessment: Assessment that indicates the level of mastery of concepts, knowledge and skills of a unit.

Instructional Strategies/Learning Activities: Describes the differentiated teaching strategies that create high quality instruction to address the needs of all students, engage students in their own learning, and build students' capacity and interest in learning.

Demonstrations of Understanding: These Six Facets underlie students' opportunities to demonstrate their understanding of content knowledge and skills using the *Understanding by Design* model of curriculum.

1. **Explanation:** Students can explain the core meaning of learning in a way that communicates the key concepts embodied in the knowledge and skill of the standard.
2. **Interpretation:** Students can articulate why a particular standards/learning matters, relate it to other learnings, and can translate the impact of this learning on personal, societal, and scientific issues.
3. **Application:** Students can use the learning in new contexts that differ from the instructional context and can modify and flexibly use learning to suit the context.
4. **Perspective:** Students can question assumptions, conclusions and points of view and can express different viewpoints on issues and/or seek different solutions for problems.
5. **Empathy:** Students can "stand in another's shoes" and see a situation from the inside out.
6. **Self-knowledge:** Students can evaluate how they learn, examine what helps and does not help them in the learning process, and set goals to support ongoing learning. Self-knowledge asks students to identify their own barriers to learning, e.g., blind spots, misconceptions.



CURRICULUM PACING GUIDE

UNIT NUMBER	UNIT TITLE	SUGGESTED PACING
1	Civics	4 weeks, Sept. - Nov.
2	Economics	3 weeks, Dec. - Jan.
3	Geography	4 weeks, Feb. - March
4	History	2 weeks, April - May
5	Care to Share/ Community Celebrations	4 weeks, Ongoing throughout the year



UNIT TITLE

Civics

CONTENT AREA:

Social Studies

GRADE LEVEL:

1

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 1- suggested pacing 4 weeks or 20 sessions (alternates with science)

UNIT FOCUS - SUMMARY OF UNIT

In this unit, students will explore how to get along with others, why rules exist, and how to follow rules. They will also explore groups they belong to. (TCI Civics Lessons 1-5).

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Social Studies NJSLs 2020

- 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).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPI.6 Explain what government is and its function.
- 6.1.2.CivicsPR.4 Explain how individuals can work together to make decisions in the classroom.
- 6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 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.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to sit and actively listen for short periods of time.
- Students should be able to care for themselves, their materials, and items in their classrooms.
- Students should be able to take turns when doing partner work.
- Students should be able to talk about a specific topic.

ENDURING UNDERSTANDINGS:

- Good citizens abide by the law, accept and help others in their community and work together to solve problems.
- Americans have the right to vote for people to represent them. (Mayor, Governor, President)
- Americans honor their country.

ESSENTIAL QUESTIONS:

- How do we get along at school?
- Why is it important to learn from each other?
- Why do schools have rules?
- How are we good helpers at school?
- What groups do we belong to?
- How can people bring about social change?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- How good citizens abide by the law and help others in their community.
- How diversity, tolerance, fairness and respect contribute to acceptance.
- How historical symbols reflect the shared values of the American identity.
- How to engage in discussions.
- How the government functions.
- How to assume personal and civic responsibility.
- How to advocate for change regarding a local issue.

STUDENTS WILL BE ABLE TO:

1. Identify characteristics that help people work together.
2. Describe why rules are important in school and/or community.
3. Analyze examples of cooperative behaviors.
4. Identify national symbols and their meanings.
5. Define citizenship and identify the qualities of a good citizen.
6. Explain the voting process and why it is important to be able to vote.
7. Compare qualities that make a good leader.
8. Describe how leaders brought about social change and decide how people can make a change.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Write ways to be a "Bucket Filler."
- Create a skit to demonstrate leading by example.
- Describe what being a leader at school looks like and draw a picture to go along with it.
- Create a class puzzle with pictures of each student's unique qualities.
- Interview a classmate and share interesting facts about them.
- Identify and discuss different types of groups and what makes them special and unique.

- Describe what being a leader at school looks like and draw a picture to go along with it.
- Describe how MLK led and advocated for change and draw a picture to go along with it.
- Create a poster/write a letter to a community/school leader asking for a change to help the community.
- Unscramble photos at stations to reveal new vocabulary words.
- Draw and label each type of group that you belong to.
- Compare two characters from the book, Grace for President, using a Venn Diagram.
- Create a class big book of US symbols.
- Small group check-ins
- Exit tickets
- Anecdotal notes

SUMMATIVE ASSESSMENTS

- Final project
- See Assessment link on TC website

ALTERNATE ASSESSMENTS

- Activity Cards
- Portfolio
- Modifications by Special Education Teacher

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

<p>Sessions 1-5</p>	<p>Session Objectives:</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Predict outcomes of behavior. ○ Identify students’ responsibilities to one another in the school community. ○ Identify the benefits of four ways of cooperating in school. ○ Explain what it means to play fairly and be a good sport. ● Language Arts <ul style="list-style-type: none"> ○ Share ideas and plans with a partner. (speaking and listening) ○ Read song lyrics as a shared reading experience. (reading) ○ Write a short sentence from a model. (writing) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Express comfort with people who are both similar to and different from them and engage respectfully with all people. <p>Activities:</p> <ol style="list-style-type: none"> 1. Participate in the “Two on a Task” game to discover the importance of cooperative skills.
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	<ol style="list-style-type: none"> 1. Share four ways to cooperate in school. 2. Sing a song about cooperative behaviors. Watch videos and then act out ways to get along with others at school. 3. Play a fun, simple game that produces a single winner and then learn how to be a good sport. 4. Listen to and discuss a story about two goats who discover the importance of getting along. 5. Write ways to be a "Bucket Filler." 6. Sort tattling reporting ideas. 7. Show how two people can get along.
Session 6-9	<p>Session Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Identify similarities and differences among classmates. ○ Compare and contrast classmates' personal preferences and talents. ○ Categorize classmates according to their special talents. ○ Analyze the costs and benefits of different choices. ● Language Arts <ul style="list-style-type: none"> ○ Demonstrate considerate conversational behavior. (speaking and listening) ○ Read a fable and identify the moral. (reading) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people. ○ Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. ○ Respond to diversity by building empathy, respect, understanding, and connection. <p>Activities:</p> <ol style="list-style-type: none"> 1. Partner with a classmate to practice speaking and listening skills. 2. Review vocabulary, alike and different. 3. Create a class puzzle with pictures of each student's unique qualities. 4. Interview a classmate and share interesting facts about them.
Session 10-12	<p>Session Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Identify the purpose and benefits of having rules at school. ○ Compare rules at home with rules at school and laws in the community. ○ Illustrate the consequences of following and breaking rules. ● Language Arts <ul style="list-style-type: none"> ○ Contribute to group discussions. (speaking and listening) ○ Research a law in the community. (reading)

	<ul style="list-style-type: none"> ○ Write and illustrate one school rule. (writing) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Regulate one’s emotions and behaviors. ○ Recognize unfairness on an individual level and its harmful impact. <p>Activities:</p> <ol style="list-style-type: none"> 1. Play two games- one without rules and one with rules to discover why rules are needed. 2. Review vocabulary- fair, rules, safe. 3. Create class rules and sign “pledge.” 4. Analyze videos and images to discover how rules help us get along and be safe. 5. Complete a puzzle and discuss how rules help us be fair.
<p>Session 13-17</p>	<p>Session Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Make decisions about the best way to be a good citizen. ○ Describe characteristics of being a good citizen. ● Language Arts <ul style="list-style-type: none"> ○ Present reasons for a choice and persuade others. (speaking) ○ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (speaking and listening) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Behave responsibly in personal and community contexts. ○ Make constructive and respectful choices that consider the well-being of self and others. ○ Recognize leadership capacity in oneself and others. <p>Activities:</p> <ol style="list-style-type: none"> 1. Decide whether certain behaviors are appropriate for school. 2. Sort ideas showing good citizenship and bad citizenship. 3. Review vocabulary- Golden Rule, respect, responsible. 4. Practice cooperation by working together to solve puzzles. 5. Create a skit to demonstrate leading by example. 6. Describe what being a leader at school looks like and draw a picture to go along with it. 7. Describe how MLK led and advocated for change and draw a picture to go along with it. 8. Create a poster/write a letter to a community/school leader asking for a change to help the community.
<p>Sessions 18-20</p>	<p>Session Objectives</p> <ul style="list-style-type: none"> ● Social Studies

	<ul style="list-style-type: none"> ○ Identify family, school, and community groups. ○ Sort pictures according to specified criteria. ○ Apply knowledge about groups to one’s own life. ● Language Arts <ul style="list-style-type: none"> ○ Explain reasons for a choice. (speaking) ○ Identify main ideas and details in the text. (reading) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Develop positive social identities based on membership in multiple groups in society. ○ Develop language and historical and cultural knowledge that affirm and accurately describe membership in multiple identity groups. ○ Recognize that people’s multiple identities interact and create unique and complex individuals. ○ Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people. <p>Activities:</p> <ol style="list-style-type: none"> 1. Identify and discuss different types of groups and what makes them special and unique. 2. Unscramble photos at stations to reveal new vocabulary words. 3. Draw and label each type of group that you belong to.
<p>Sessions 20-23</p>	<p>Session objectives:</p> <ul style="list-style-type: none"> ● Social Studies: <ul style="list-style-type: none"> ○ Explain how leaders are chosen in the community. ○ Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. ○ Explain what government is and its function. ● Language Arts: <ul style="list-style-type: none"> ○ Describe the connection between two individuals, events, ideas, or pieces of information in a text. (reading) ● Social Emotional Learning: <ul style="list-style-type: none"> ○ Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people. <p>Activities:</p> <ol style="list-style-type: none"> 1. Vote for a class mascot. 2. Compare two characters from the book, <u>Grace for President</u>, using a Venn Diagram.

3. Create a class big book of US symbols.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

<https://docs.google.com/document/d/1v5NF2k0cQoghIKcSPRxgvj7AUejTkr0Dnz2J92-9qe4/edit?usp=sharing>

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 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.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STATE REQUIREMENTS

AMISTAD, HOLOCAUST, and AAPI INTEGRATION:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- “Learning for Justice” lessons and resources - <https://www.learningforjustice.org/classroom-resources>
- AAPI INTEGRATION:
Sample lessons and activities - <https://www.nj.gov/education/standards/dei/samples/index.shtml>

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

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

The organization and content of the NJSLS-Career Readiness, Life Literacies, and Key Skills include the following areas:

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities: Refer to session objectives listed “Social Justice/Social and Emotional Learning.”

COMPUTER SCIENCE AND DESIGN THINKING:

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

- Mission: Computer science and design thinking education prepares students to succeed in today's knowledge-based economy by providing equitable and expanded access to high-quality, standards-based computer science and technological design education.
- Standard 8.1 Computer Science - previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSL Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.
- Standard 8.2 Design Thinking - This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

Framework for 21st Century Learning

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Mandate:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes

classroom materials that are in alignment with NJSL and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.

- **Climate Change:** Leverage the passion students have shown for this critical issue by providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.

Each board of education shall provide instruction on climate change in the curriculum of elementary school, middle school, and high school students as part of the district's implementation of the New Jersey Student Learning Standards in Science.

- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *TCI: Social Studies Alive! My School and Family* © 2022
- For additional reading and viewing opportunities refer to the **Enhance Learning Section** in each TCI lesson.
- For additional resources, refer to <https://jr.brainpop.com/socialstudies/>
- **Approved Trade Books to support this Unit (suggest that you choose 5 or 6 books):**
 - *-No, David!* (x2)
 - *-The Trouble with Dogs... Said Dad**
 - *-Beatrice's Goat** (x2)

- - *Cleversticks* (x2)- *David Goes to School* (x2)
- - *First Day Jitters* (x2)
- - *Kindness is Cooler, Mrs. Ruler** (x2)
- - *The Name Jar** (x2)
- - *Night Before First Grade* (x2)
- - *Night Before Kindergarten* (x2)
- - *Night Before Summer Vacation* (x2)
- - *One Green Apple**
- - *Recess at 20 Below**
- - *Schools Around the World* (x2)
- - *Silent Music: A Story of Baghdad*
- - *Stop, Drop, and Roll**
- - *Thank You, Mr. Falker*
- - *Being a Good Citizen: A Book about Citizenship* (x2)
- - *Citizenship*
- - *Cookies: Bite-Size Life Lessons* (x2)
- - *The Earth and I**
- - *The Earth Book**
- - *Election Day: Practicing the Right to Vote*
- - *Global Warming**
- - *Helpers in My Community* (x2)
- - *Stop, Drop, and Roll**
- - *The Three Questions*
- - *Trouper*
- - *Uncle Willie and the Soup Kitchen**
- - *Wall**

- **Big Books**

- *Why Do We Have Rules?* BB (x2)
- *Being a Responsible Citizen* - BB (x2)
- *Getting Together* - BB
- *School Days* - BB
- *Swimmy* - BB

- **Guided Reading Books:**

- *Our Rules* - GR (Level C)
- *Alone and Together* - GR (Level F)

HUMAN AND PROFESSIONAL RESOURCES

- Teacher training
- TCI online and print teachers guide
- Position statements - teaching SS to young children:
<https://www.socialstudies.org/position-statements/powerful-purposeful-pedagogy-elementary-school-social-studies>

TEACHER NOTES



UNIT TITLE	
Economics	
CONTENT AREA:	Social Studies
GRADE LEVEL:	1
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT	
Unit 2- suggested pacing 3 weeks (alternates with science).	
UNIT FOCUS - SUMMARY OF UNIT	
<p>In this unit, students will explore jobs in their school, needs and wants and how families and neighbors care for each other. (TCI, Unit 2, Lessons 6-9.)</p>	
KEY UNDERSTANDINGS	
<p>NEW JERSEY STUDENT LEARNING STANDARDS:</p> <p>Social Studies NJSLs 2020</p> <ul style="list-style-type: none"> 6.1.2.EconEM.1 Describe the skills and knowledge required to produce specific goods and services. 6.1.2.EconEM.2 Describe the goods and services that people in the local community produce and those that are produced in other communities. 6.1.2.EconNE.1 Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. 	
<p>PREREQUISITE KNOWLEDGE AND SKILLS:</p> <ul style="list-style-type: none"> Students should be able to sit and actively listen for short periods of time. Students should be able to care for books. Students should be able to take turns when doing partner work. Students should be able to talk about a specific topic. 	
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
<ul style="list-style-type: none"> In a successful community, workers cooperate to provide goods and services to all. 	<ul style="list-style-type: none"> Who works at your school? What are goods and services? What do families need and want?

- People have an unlimited want for goods and services which are exchanged in the marketplace.
- People must make choices about how to use their money in successful ways.
- Family members and neighbors help each other.

- How do family members care for each other?
- What do good neighbors do?
- What role does money play in satisfying a person's needs and wants?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- How skills and knowledge are integral in the production of goods and services.
- How workers cooperate to provide goods and services to all.
- How the wants and needs of people impact the goods and services which are exchanged in the marketplace.
- How human and physical capital and natural resources contribute to favorable economic conditions.

STUDENTS WILL BE ABLE TO:

- Define needs and wants.
- Define why people work.
- Describe the difference between goods and services.
- Compare and contrast natural and human resources used in making goods.
- Explain how technology affects how people live, work, and play.
- Identify markets and jobs within their own community.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Categorize photographs as service or non-service jobs.
- Watch four videos and make a claim about the type of jobs they show. Use visual clues as evidence to back up your claim.
- Write a personalized thank you letter to a service worker at your school and draw a picture for them to enjoy.
- Sort items into needs and wants and learn about how those terms can mean different things for everyone.
- Program Charlie Chorebot to do each chore. Put the chores in the correct order, step by step.
- Draw pictures of three chores you can do to show your family you care.
- Small group check-ins
- Exit tickets
- Anecdotal notes

SUMMATIVE ASSESSMENTS

- Final project
- See Assessment link on TC website

ALTERNATE ASSESSMENTS

- Activity Cards
- Portfolio
- Modifications by Special Education Teacher

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

<p>Sessions 1-3</p>	<p>Objectives</p> <ul style="list-style-type: none">● Social Studies<ul style="list-style-type: none">○ Make inferences about a person’s job from video images.○ Give supporting evidence for inferences.○ Identify the contributions of service providers in the school.● Language Arts<ul style="list-style-type: none">○ Take a “career inventory” and use it to learn about service jobs. (reading)○ Write a thank you letter to a service worker at your school. (writing)● Social Justice / Social Emotional Learning<ul style="list-style-type: none">○ Identify when help is needed and who can provide it.○ Respectfully express curiosity about the lived experiences of others. <p>Activities:</p> <ol style="list-style-type: none">1. Categorize photographs as service or non-service jobs.2. Review vocabulary- income, job, service, skills3. Watch four videos and make a claim about the type of jobs they show. Use visual clues as evidence to back up your claim.4. Write a personalized thank you letter to a service worker at your school and draw a picture for them to enjoy.
<p>Sessions 4-8</p>	<p>Lesson Objectives</p> <ul style="list-style-type: none">● Social Studies<ul style="list-style-type: none">○ Distinguish between needs as things we must have to live and wants as things it would be nice to have.○ Identify food, clothing, and shelter as needs each family has.○ Understand that people use money to buy goods and services in markets.○ Explore the choices people make when buying needs and wants.○ Describe jobs that people do to earn money to meet their needs and wants.○ Identify items a family might need and want while away from home.● Language Arts<ul style="list-style-type: none">○ Retell events in sequence. (listening and speaking)

	<ul style="list-style-type: none"> ○ Support a choice. (writing) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Make constructive and respectful choices that consider the well-being of self and others. ○ Analyze the harmful impact of injustice on the world today. <p>Activities:</p> <ol style="list-style-type: none"> 1. Choose symbols that represent food, clothing, shelter, services, and fun that you will use during the Marketplace Game. 2. Review vocabulary-goods, market, need, price, shelter, want 3. Sort items into needs and wants and learn about how those terms can mean different things for everyone. 4. Use your money to purchase five items in the marketplace that reflect key needs and wants. What will you purchase? How much will you spend? 5. Choose how to spend your money and share your reasoning for your purchases by using vocabulary words.
Sessions 9-11-	<p>Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Give examples of one’s own family activities to relate new concepts to personal experience. ○ Discuss ways to show caring within a family system by completing chores. ○ Use reasoning skills to place steps for six different chores in chronological order. ● Language Arts <ul style="list-style-type: none"> ○ Present reasons for a choice and challenge or support others’ choices. (speaking and listening) ○ Explain logic behind sequential ordering. ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Behave responsibly in personal and community contexts. ○ Build, establish and maintain healthy relationships. ○ Develop positive social identities based on their membership in multiple groups in society. <p>Activities:</p> <ol style="list-style-type: none"> 1. Visit Grandma Bond’s apartment to create a list of chores that her family can complete for her. Then program your robot, Charlie Chorebot, to help Grandma Bond when the family leaves. 2. Review vocabulary- bond, chore.

	<ol style="list-style-type: none"> 3. Program Charlie Chorebot to do each chore. Put the chores in the correct order, step by step. 4. Draw pictures of three chores you can do to show your family you care.
<p>Sessions 12-14</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Define the concepts of neighborhood and neighbors. ○ Identify the types of behavior that characterize good neighbors. ○ Evaluate behaviors and choose those that illustrate a way of being neighborly. ● Language Arts <ul style="list-style-type: none"> ○ Share ideas and cooperate in making group decisions. (speaking and listening) ○ Apply new learning in a personal statement. (writing) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Express comfort with people who are both similar to and different from themselves and engage respectfully with all people. ○ Behave responsibly in personal and community contexts. <p>Activities:</p> <ol style="list-style-type: none"> 1. Discover ways people are good neighbors. 2. Review vocabulary- neighbors, neighborhood. 3. Secretly move around a neighborhood with your binoculars, looking for good neighbors. Can you see how they are making their neighborhoods better? 4. Share information about your neighbor by drawing their picture, sharing their name, and one thing you like about them.
<p>OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT): https://docs.google.com/document/d/1v5NF2k0cQoqhIKcSPRxgvj7AUejTkr0Dnz2J92-9qe4/edit?usp=sharing</p>	
<p>INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:</p> <ul style="list-style-type: none"> ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.2. Identify the main topic and retell key details of a text. ● RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. ● 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. 	

- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

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

The organization and content of the NJSLS-Career Readiness, Life Literacies, and Key Skills include the following areas:

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P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities: Refer to session objectives listed “Social Justice/Social and Emotional Learning.”

COMPUTER SCIENCE AND DESIGN THINKING:

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

- Mission: Computer science and design thinking education prepares students to succeed in today's knowledge-based economy by providing equitable and expanded access to high-quality, standards-based computer science and technological design education.
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Each board of education shall provide instruction on climate change in the curriculum of elementary school, middle school, and high school students as part of the district’s implementation of the New Jersey Student Learning Standards in Science.
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interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

- **“Learning for Justice” Frameworks:**

<https://www.learningforjustice.org/frameworks>

Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

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- For additional reading and viewing opportunities refer to the **Enhance Learning Section** in each TCI lesson.
- For additional resources, refer to <https://jr.brainpop.com/socialstudies/>
- **Approved Trade Books to support this Unit (suggest that you choose 5 or 6 books):**
 - - *Berenstain Bears’ Trouble with Money*
 - - *Do I Want It? Do I Need It?: Making Budget Choices* (x2)
 - - *Fly Away Home** (x2)
 - - *Lily Learns about Wants and Needs* (x2)
 - - *Isabel’s Car Wash*
 - - *Max’s Dragon Shirt* (x2)
 - - *The Orange Shoes**
 - - *Peppe the Lamplighter** (x2)*
 - - *A Place to Live* (x2)
 - - *Possessions* (x2)
 - - *The Sweet Story of Hot Chocolate**
 - - *Those Shoes* (x2)
 - - *Tight Times* (x2)
 - - *The Sweet Story of Hot Chocolate*- Tools* (x2)???
 - - *Yard Sale** (x2)
 - - *Arthur’s Pet Business* (x2)
 - - *Building Our House*

- - *Building a House*
- - *A Day's Work* (x2)
- - *A Dollar for Penny* (x6)
- - *Earning Money* (x2)
- - *Firefighters to the Rescue!* (x2)
- - *Grandfather's Corner Store**
- - *The Have a Good Day Cafe*
- - *Let's Trade: A Book about Bartering* (x2)
- - *New York's Bravest* (x2) *long ago
- - *Pancho Rabbit and the Coyote: A Migrant's Tale**
- - *Peppe the Lamplighter** (x2)*
- - *Post Office Book: Mail and How it Moves* (x2)
- - *Sky Dancers* (x2)
- - *Uncle Willie and the Soup Kitchen**
- - *Washday**
- - *The World is Waiting for You* (x2)
- - *Yatandou*
- - *Alexander Who used to Be Rich Last Sunday* (x2)
- - *Bunny Money* (x2)
- - *A Chair for My Mother* (x2)
- - *Follow the Money!* (x2)
- - *Money Madness* (x2)
- - *My Rows and Piles of Coins* (x2)
- - *One Cent, Two Cents, Old Cent, New Cent: All about Money* (x6)
- - *Pigs Will Be Pigs: Fun with Math and Money* (x2)
- - *Saving Money* (x2)
- - *Where Does Money Come From? Book One of - Money Matters for Children* (x2)

- **Big Books**

- - *Needs Past and Present* - BB (x2)
- - *From Peanuts to Peanut Butter* - BB
- - *From Pine Tree to Pizza Box* - BB
- - *Goods and Services* - BB (x2)

- **Guided Reading**

- - *Community Jobs* - GR (Level G)

HUMAN AND PROFESSIONAL RESOURCES

- Teacher training
- TCI online and print teachers guide
- Position statements - teaching SS to young children:
<https://www.socialstudies.org/position-statements/powerful-purposeful-pedagogy-elementary-school-social-studies>

TEACHER NOTES



UNIT TITLE			
Geography			
CONTENT AREA:			
Social Studies		GRADE LEVEL:	
		1	
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Unit 3- suggested pacing 4 weeks (alternates with science).			
UNIT FOCUS - SUMMARY OF UNIT			
<p>In this unit students will explore maps, landforms, communities, the influence of geography and environment on family activities and family traditions. (TCI - Unit 3, lessons 10 - 13).</p>			
KEY UNDERSTANDINGS			
<p>NEW JERSEY STUDENT LEARNING STANDARDS:</p> <p>Social Studies NJSL 2020</p> <ul style="list-style-type: none"> ● 6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. ● 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). ● 6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ● 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 (wayfinding, thematic). ● 6.3.2.GeoGI.2 Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. 			
<p>PREREQUISITE KNOWLEDGE AND SKILLS:</p> <ul style="list-style-type: none"> ● Students should be able to sit and actively listen for short periods of time. ● Students should be able to care for books. ● Students should be able to take turns when doing partner work. ● Students should be able to talk about a specific topic. 			

ENDURING UNDERSTANDINGS:

- Knowing the geographical characteristics within a region helps people to satisfy their wants, to move about more easily, to make wise decisions about the environment and to relate more meaningfully to people.
- Today changes in technology, transportation, and housing help people to adapt more easily to the geography of a region.
- Families are special and have traditions.
- People affect the environment and should look for solutions to problems in the environment.

ESSENTIAL QUESTIONS:

- What is a map?
- How are families special?
- Where do families live?
- What are family traditions?
- How does geography influence lifestyle and point of view?
- How do geography, climate, and natural resources affect the way people live and work?
- What effect do people have on their environment?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- How weather, climate and environment affect people's lives.
- How physical and human characteristics make a good place to live.
- How to read and draw a map.
- How to consider multiple perspectives about an environmental issue and determine solutions.

STUDENTS WILL BE ABLE TO:

- Recognize basic map skills and use cardinal directions to locate community and physical features.
- Describe how geography and environmental factors affect the way people live.
- Identify landforms and different types of communities.
- Explain how and why people modify, protect, and adapt to their environment.
- Analyze personal family traditions and traditions from across the world.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**FORMATIVE ASSESSMENTS**

- Write a postcard to a friend that teaches them about your city.
- Use a compass rose and map key to read a map of a small town in Kansas.
- Use a compass rose to complete a jigsaw puzzle of a map.
- In groups, draw posters of urban, suburban, and rural communities.
- Analyze a drawing of a town and hypothesize three ways its geography could affect family activities there.
- Create a poster or clay model of landforms.
- Draw pictures to represent a solution to a chosen environmental issue.
- Tell about your own family traditions. Then volunteer to point out where your tradition takes place on the world map.
- Talk to your family about a special tradition you celebrate. Draw and write about it.
- Small group check-ins
- Exit tickets
- Anecdotal notes

SUMMATIVE ASSESSMENTS

- Final Project
- See Assessment link on TC website

ALTERNATE ASSESSMENTS

- Activity Cards
- Portfolio
- Modifications by Special Education Teacher

LEARNING PLAN/INSTRUCTIONAL STRATEGIES**LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):**

Sessions 1-5	<p>Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Read a classroom map. ○ Use a compass rose to determine direction. ○ Use a compass rose and geographic clues to assemble a map puzzle. ○ Read a map key and geographic clues to assemble a map puzzle. ○ Identify maps that show local areas, the United States, and the world. ● Language Arts <ul style="list-style-type: none"> ○ Communicate clearly and effectively. (listening and speaking) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Use a systematic approach to decision making. <p>Activities:</p> <ol style="list-style-type: none"> 1. Read a classroom map and learn to use a map key and compass rose. 2. Review vocabulary: compass rose, direction, map, map key, symbol. 3. Use a compass rose and map key to read a map of a small town in Kansas. 4. Use a compass rose to complete a jigsaw puzzle of a map. 5. Use what you have learned about a compass rose, directions, and a map key to complete a map puzzle. 6. Draw a bird’s eye view map of your bedroom. 7. Create a “Me on the Map” book.
Session 6-10	<p>Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Use physiographic and cultural clues to identify the places six families live. ○ Name examples for three categories of family attributes (i.e., family roles, types of home, and types of activity). ○ Compare and contrast communities in terms of their physical features,

	<p>climate, and human activities.</p> <ul style="list-style-type: none"> ● Language Arts <ul style="list-style-type: none"> ○ Use key details to describe characters, settings, and their major events or activities.(speaking) ○ Describe the connection between two individuals, events, ideas, or pieces of information in a text. (reading) ○ Identify basic similarities in and differences between two texts of the same topic. (reading) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Describe how families are both similar to and different from each other. ○ Recognize traits of the dominant culture, home culture, and other cultures. ○ Respond to diversity by building empathy, respect, understanding, and connection. <p>Activities:</p> <ol style="list-style-type: none"> 1. Draw and write four ways your family is special. 2. Review vocabulary- activity, family member, home 3. Visit six families on a road trip across the United States to learn about how they are special. 4. Play charades to act out different activities the six families like to do. 5. Write a postcard to a friend that teaches them about your city.
<p>Sessions 11-15</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Show how geography affects the way of life in different regions across the United States. ○ Use the geographic inquiry process to analyze videos of various environments and explain how they affect peoples’ lives. ○ Identify cultural and environmental characteristics of a place. ○ Explain how weather, climate, and other environmental characteristics affect people’s lives. ○ Identify facts and concepts associated with a supporting question. ● Language Arts <ul style="list-style-type: none"> ○ Use evidence and reasoning to ask and ask and answer questions about key details in a text. (reading) ○ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (speaking) ○ Present clearly in complete sentences. (speaking) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Demonstrate an awareness and respect for one’s similarities and differences with others.

	<ul style="list-style-type: none"> ○ Compare cultural and physical traits of different places. <p>Activities:</p> <ol style="list-style-type: none"> 1. Discuss and draw the land and water features, weather, ways to travel, and fun activities in your community. 2. Review vocabulary- landform, resource. 3. Visit six communities around the United States to discover how geography affects the way people live. 4. In groups, draw posters of urban, suburban, and rural communities. 5. Analyze a drawing of a town and hypothesize three ways its geography could affect family activities there. 6. Create a poster or clay model of landforms. 7. Draw pictures to represent a solution to a chosen environmental issue.
<p>Sessions 16-20</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Compare and contrast one’s own family traditions with the traditions of other families. ○ Identify a tradition associated with a particular part of the world. ○ Identify and discuss fun family traditions from all over the world. ○ Learn how family traditions reflect local and regional cultures. ● Language Arts <ul style="list-style-type: none"> ○ Listen to acquire knowledge. (speaking and listening) ○ Describe the connection between events and ideas as they relate to traditions. (speaking) ○ Describe events with relevant details, expressing ideas and feelings clearly. (listening and speaking) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Recognize traits of the dominant culture, home culture, and other cultures and understand how to negotiate identity in multiple spaces. ○ Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. <p>Activities:</p> <ol style="list-style-type: none"> 1. Think about all the birthdays in your life and discover what tradition is the same with all of them. 2. Review vocabulary- celebrate, holiday, tradition. 3. Watch videos of some unique family traditions around the world. Then discuss which ones you and your family might like to try. 4. Tell about your own family traditions. Then volunteer to point out where your tradition takes place on the world map. 5. Talk to your family about a special tradition you celebrate. Draw and write about it.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

<https://docs.google.com/document/d/1v5NF2k0cQoqhlKcSPRxgvj7AUejTkr0Dnz2J92-9qe4/edit?usp=sharing>

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 - - *Arctic Lights, Arctic Nights* (x2)
 - *The Little House**
 - - *My Community Long Ago* (x2)

- - *Places in My Community* (x2)
- - *Recess at 20 Below**
- - *This is the Rope: A Story from the Great Migration**
- - *Where Do I Live?* (x2)
- - *Mapping Penny's World* (x2)
- - *Me on the Map* (x2)
- - *There's a Map on My Lap!: All about Maps* (x2)
- - *The Sweet Story of Hot Chocolate**
- - *Blue on Blue*
- - *Children of the Earth...Remember**
- - *A Cool Drink of Water*
- - *The Earth and I**
- - *The Earth Book**
- - *Global Warming**
- - *Great Kapok Tree: A Tale of the Amazon Rain Forest*
- - *A Mango in the Hand** (lots of Spanish phrases, may be difficult to read)
- - *Shaman's Apprentice: A Tale of the Amazon Rain Forest*
- - *The Sweet Story of Hot Chocolate**
- - *These Bees Count!* (x2)
- - *The Tree Lady**
- *10 Things I Can Do to Help My World*
- - *Children of the Earth...Remember**
- - *The Earth and I**
- - *The Earth Book**
- - *Global Warming**
- - *Michael Recycle Meets Bootleg Peg* (x2)
- - *Michael Recycle and the Tree Top Cops* (x2)
- - *Introducing Landforms* (x2)
- - *Over in the Arctic: Where the Cold Winds Blow*
- - *Over in the Ocean: In a Coral Reef*
- - *14 Cows for America**
- - *At the Same Moment, Around the World* (x2)
- - *Healthy Kids*
- - *A Little Peace** (x2)
- - *The Longest Day: Celebrating the Summer Solstice**

- **Big Books**

- - *Homes - BB*

- - *Atlas* - BB
- - *Map Skills* - BB (x2)
- - *The World: Giant Discovery Atlas* - BB

- **Guided Reading Books:**

- - *Friends (Level G)**
- - *A Happy Summer Day* - GR (Level I)
- - *The Inupiaq Live Here* - GR (Level I)
- - *Life in the City* - GR (Level H)
- - *Living in Hong Kong* - GR (Level G)
- - *The Very Mean King (Level H)**
- - *A Trip to the Market* - GR (Level G)
- - *Follow the Signs* - GR (Level D)
- - *Mask Making Around the World* (Level F)*
- - *Sports Around the World* (Level H)*

HUMAN AND PROFESSIONAL RESOURCES

- Teacher training
- TCI online and print teachers guide
- Position statements - teaching SS to young children:
<https://www.socialstudies.org/position-statements/powerful-purposeful-pedagogy-elementary-school-social-studies>

TEACHER NOTES



UNIT TITLE			
History			
CONTENT AREA:			
Social Studies		GRADE LEVEL:	
		1	
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Unit 4- suggested pacing 2 weeks (alternates with science).			
UNIT FOCUS - SUMMARY OF UNIT			
<p>In this unit, students will explore how families and schools were different long ago, how families change over time and how there are multiple perspectives of the same event. (TCI - Unit 4, lessons 14 and 15.)</p>			
KEY UNDERSTANDINGS			
NEW JERSEY STUDENT LEARNING STANDARDS:			
Social Studies NJSL 2020			
<ul style="list-style-type: none"> ● 6.1.2.HistoryCA.1 Make an evidence-based argument on how and why communities change over time (e.g., locally, nationally and globally). ● 6.1.2.HistoryCC.1 Use multiple sources to create a chronological sequence of events that describe how and why your community has changed over time. ● 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 the culture's history. ● 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. 			
PREREQUISITE KNOWLEDGE AND SKILLS:			
<ul style="list-style-type: none"> ● Students should be able to sit and actively listen for short periods of time. ● Students should be able to care for books. ● Students should be able to take turns when doing partner work. ● Students should be able to talk about a specific topic. ● 			
ENDURING UNDERSTANDINGS:		ESSENTIAL QUESTIONS:	

- Life has evolved with changes in demographics and technology.
- School and families change over time.
- Events and experiences may be viewed differently by different groups of people.
- Folklore can contribute to the development of culture.

- How were families different long ago?
- What was school like long ago?
- How do families change over time?
- How does folklore contribute to culture?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- How to use evidence to argue how communities have changed over time.
- How to put events in chronological order using multiple sources.
- How folklore has contributed to the development of culture.
- How different sources provide different perspectives of the same event.

STUDENTS WILL BE ABLE TO:

- Compare and contrast life differences (families, home, school, etc.) long and today in America.
- Analyze photographs detailing life long ago and today.
- Create a timeline.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Categorize primary sources from the past as examples of schoolhouses, classrooms, classwork, or children's lives.
- Compare what school was like long ago to what school is like today.
- Interview an older family member about life long ago and share interesting facts with the class.
- Create a timeline to show how your family has changed.
- Small group check-ins
- Exit tickets
- Anecdotal notes

SUMMATIVE ASSESSMENTS

- Final Project
- See Assessment link on TC website

ALTERNATE ASSESSMENTS

- Activity Cards
- Portfolio
- Modifications by Special Education Teacher

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

<p>Sessions 1-5</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Predict uses of pictured historical artifacts. ○ Compare and contrast past and present school life, with an emphasis on schoolhouses, classrooms, classwork, and children’s lives. ○ Analyze primary source photographs to make inferences about school life long ago. ● Language Arts <ul style="list-style-type: none"> ○ Make a brief presentation summarizing a small-group discussion. (speaking and listening) ○ Ask and answer questions about key details in a text read aloud or information presented orally or through other media.(speaking and listening) ○ Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (reading) ○ Use the illustrations and details in a text to describe its key ideas. (reading) ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Recognize injustice at the institutional or systemic level (e.g., discrimination). ○ Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels. <p>Activities:</p> <ul style="list-style-type: none"> ● Analyze a photograph of a well-preserved one-room schoolhouse from the 1800s and compare it to school today. ● Review vocabulary- classwork, past, schoolhouse. ● Analyze photographs to discover what school was like long ago. ● Categorize primary sources from the past as examples of schoolhouses, classrooms, classwork, or children's lives. ● Compare what school was like long ago to what school is like today.
<p>Sessions 6-10</p>	<p>Objectives</p> <ul style="list-style-type: none"> ● Social Studies <ul style="list-style-type: none"> ○ Identify three ways in which families change over time. ○ Name responsibilities and activities that change as a child grows older. ○ Identify at least two reasons for changes in family size. ○ Compare old and new ways of doing work. ○ Predict future changes in a family. ● Language Arts <ul style="list-style-type: none"> ○ Gather information orally. (speaking and listening) ○ Use transition words to indicate sequence. (writing)

- Recount two or more appropriately sequenced events. (could be Listening and Speaking too)
- Use temporal words to signal event order. (reading, speaking)
- **Social Justice / Social Emotional Learning**
 - Develop positive social identities based on their membership in multiple groups in society.
 - Recognize traits of the dominant culture, home culture, and other cultures and negotiate one's identity in multiple spaces.
 - Respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.

Activities:

1. Interview an older family member about life long ago and share interesting facts with the class.
2. Compare things from the past to things you use today. Then use a timeline to order how a chicken changes during its life.
3. Review vocabulary- change, grow, move.
4. Analyze objects from the past to discover what life might have been like for your family when they were kids.
5. Solve timelines by reading stories, analyzing images, and using sequence words as clues.
6. Create a timeline to show how your family has changed.
7. Act out a folktale (such as Anansi or Johnny Appleseed).

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

<https://docs.google.com/document/d/1v5NF2k0cQoqhKcSPRxgvj7AUejTkr0Dnz2J92-9qe4/edit?usp=sharing>

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 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.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STATE REQUIREMENTS

AMISTAD, HOLOCAUST, and AAPI INTEGRATION:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- “Learning for Justice” lessons and resources - <https://www.learningforjustice.org/classroom-resources>
- AAPI INTEGRATION:
Sample lessons and activities - <https://www.nj.gov/education/standards/dei/samples/index.shtml>

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

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

The organization and content of the NJSLS-Career Readiness, Life Literacies, and Key Skills include the following areas:

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities: Refer to session objectives listed “Social Justice/Social and Emotional Learning.”

COMPUTER SCIENCE AND DESIGN THINKING:

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

- Mission: Computer science and design thinking education prepares students to succeed in today's knowledge-based economy by providing equitable and expanded access to high-quality, standards-based computer science and technological design education.
- Standard 8.1 Computer Science - previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSL Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.
- Standard 8.2 Design Thinking - This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

Framework for 21st Century Learning

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Mandate:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSL and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Climate Change:** Leverage the passion students have shown for this critical issue by providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.
Each board of education shall provide instruction on climate change in the curriculum of elementary school, middle school, and high school students as part of the district's implementation of the New Jersey Student Learning Standards in Science.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

- **“Learning for Justice” Frameworks:**

<https://www.learningforjustice.org/frameworks>

Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- ***TCI: Social Studies Alive! My School and Family © 2022***
- For additional reading and viewing opportunities refer to the ***Enhance Learning Section*** in each TCI lesson.
- For additional resources, refer to <https://jr.brainpop.com/socialstudies/>
- ***Approved Trade Books to support this Unit (suggest that you choose 5 or 6 books):***
 - - *Abe Lincoln, the boy who loved books* *(American Heroes)
 - - *Abuela’s Weave** (x2)
 - - *All the Colors of the Earth**
 - - *And Tango Makes Three**
 - - *The Bag I’m Taking to Grandma’s* (x2)
 - - *A Ball for Daisy* (wordless)*
 - - *The Blessing Cup**
 - - *Bringing Asha Home** (Rakhi) (x2)
 - - *A Day with Dad*
 - - *Dear Child*
 - - *Deep in the Sahara* (x2)
 - - *The Family Book* (x2)*
 - - *Favorite Daughter*
 - - *Fly Away Home** (x2)
 - - *Fred Stays with Me!* (x3)
 - - *In Our Mothers’ House**
 - - *The Keeping Quilt* (x2)*
 - - *Last Stop on Market Street** (x2)
 - - *Let’s Get a Pup! Said Kate* (x2)
 - - *A Lesson My Cat Taught Me** (x2)
 - - *Louie’s Search* (x2)*
 - - *The Matchbox Diary**(Immigration)
 - - *Mister Seahorse*
 - - *Monday, Wednesday, and - Every Other Weekend* (x2)

- - *Muskrat Will Be Swimming**
- - *Peppe the Lamplighter* (x2)*
- - *The Quilt Story (x2)**
- - *The Relatives Came*
- - *Tea Cakes for Tosh**
- - *A Thirst For Home: A Story of Water Across the World* (x2)*
- - *This is the Rope: A Story from the Great Migration**
- - *Too Many Tamales* (x2)*
- - *The Trouble with Dogs... Said Dad**
- - *Tuesday Tucks Me In: The Loyal Bond Between a Soldier and His Service Dog**
- - *Tumbleweed Baby*
- - *Under the Same Sun**
- - *Wall**
- - *Washday**
- - *Yard Sale* (x2)*
- - *Food: Long Ago and Today*
- - *From Chalkboards to Computers: How Schools Have Changed (x2)*
- - *Jubilee! One Man's BIG, BOLD, and VERY, VERY LOUD CELEBRATION of PEACE**
- - *The Lamp, the Ice, and the Boat Called Fish**
- - *Muskrat Will Be Swimming*
- - *Never Forgotten*
- - *New York's Bravest (x2) **
- - *School Long Ago and Today (x2) **
- - *Under the Same Sun**
- - *Unspoken (no words)*
- - *Washday**

HUMAN AND PROFESSIONAL RESOURCES

- Teacher training
- TCI online and print teachers guide
- Position statements - teaching SS to young children:
<https://www.socialstudies.org/position-statements/powerful-purposeful-pedagogy-elementary-school-social-studies>

TEACHER NOTES



UNIT TITLE			
Care to Share/Community Celebrations- (Ongoing Throughout the Year)			
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
CONTENT AREA:	Social Studies	GRADE LEVEL:	1
Ongoing throughout the year (total of 4 weeks)			
UNIT FOCUS - SUMMARY OF UNIT			
<p>Care to Share: In this unit, students will explore how family traditions are similar and different to their own, and how jobs contribute to a favorable economic community.</p> <p>Community Celebrations: In this unit, students will explore how to get along with others, how to treat others fairly, how to accept themselves and others, and how to lead.</p>			
KEY UNDERSTANDINGS			
NEW JERSEY STUDENT LEARNING STANDARDS:			
Social Studies NJSLs 2020			
<ul style="list-style-type: none"> ● 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). ● 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ● 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 			
PREREQUISITE KNOWLEDGE AND SKILLS:			
<ul style="list-style-type: none"> ● Students should be able to sit and actively listen for short periods of time. ● Students should be able to care for books. ● Students should be able to take turns when doing partner work. ● Students should be able to talk about a specific topic. 			
ENDURING UNDERSTANDINGS:		ESSENTIAL QUESTIONS:	
		Care to Share:	

<ul style="list-style-type: none"> ● How good citizens abide by the law and help others in their community. ● How diversity, tolerance, fairness and respect contribute to acceptance. ● How to engage in discussions. 	<ul style="list-style-type: none"> ● How do family traditions differ among people? ● How do jobs contribute to a favorable economic community? <p>Community Celebrations:</p> <ul style="list-style-type: none"> ● How do we get along with others? ● How do we treat others fairly? ● How do we lead? ● How do we accept ourselves and others?
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UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- How certain characteristics help with collaboration and problem solving.
- How diversity, tolerance, fairness and respect contribute to acceptance.
- How to engage effectively in discussion.

STUDENTS WILL BE ABLE TO:

Care to Share:

- Analyze family traditions
- Explain different types of jobs

Community Celebrations:

- Identify characteristics that help problem-solve effectively
- Evaluate skills that are useful in getting along, treating others fairly and being a leader
- Describe ways to accept themselves and others

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Small group check-ins
- Exit tickets
- Anecdotal notes

SUMMATIVE ASSESSMENTS

- Final Project

ALTERNATE ASSESSMENTS

- Portfolio
- Modifications by Special Education Teacher

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Sessions ongoing	<p>Care to Share Session Objectives:</p> <ul style="list-style-type: none"> ● Social Studies:
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<p>throughout the year.</p>	<ul style="list-style-type: none"> ○ Identify students’ responsibilities to one another in the school community. ○ Identify the benefits of four ways of cooperating in school. ○ Make decisions about the best way to be a good citizen. ○ ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Express comfort with people who are both similar to and different from them and engage respectfully with all people. ○ Behave responsibly in personal and community contexts. ○ Make constructive and respectful choices that consider the well-being of self and others. ○ Develop positive social identities based on membership in multiple groups in society. ○ Develop language and historical and cultural knowledge that affirm and accurately describe membership in multiple identity groups. ○ Recognize that people’s multiple identities interact and create unique and complex individuals. ○ Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people. <p>Activities:</p> <ol style="list-style-type: none"> 1. Community members and parents of students will be invited to share lessons about personal traditions, careers, culture, etc. 2. Write thank you notes to presenters throughout the year. 3. Write about favorite Care to Share activity.
<p>Sessions ongoing throughout the year.</p>	<p>Community Celebration Session Objectives:</p> <ul style="list-style-type: none"> ● Social Studies: <ul style="list-style-type: none"> ○ Identify students’ responsibilities to one another in the school community. ○ Identify the benefits of four ways of cooperating in school. ○ Make decisions about the best way to be a good citizen. ● Social Justice / Social Emotional Learning <ul style="list-style-type: none"> ○ Express comfort with people who are both similar to and different from them and engage respectfully with all people. ○ Behave responsibly in personal and community contexts. ○ Make constructive and respectful choices that consider the well-being of self and others. ○ Recognize leadership capacity in oneself and others.

Activities:

1. Explore monthly precepts as provided by Guidance Counselor through videos, songs, books.
2. Attend and participate in monthly Community Celebration.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

<https://docs.google.com/document/d/1v5NF2k0cQoqhlKcSPRxgvj7AUejTkr0Dnz2J92-9qe4/edit?usp=sharing>

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
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STATE REQUIREMENTS**AMISTAD, HOLOCAUST, and AAPI INTEGRATION:**

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personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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P21 FRAMEWORK (Partnership for 21st Century Learning):

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SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities: Refer to session objectives listed “Social Justice/Social and Emotional Learning.”

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Framework for 21st Century Learning

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- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- Community guest speakers
- Community Celebration provided by principal and guidance counselor.
- Monthly precepts.

HUMAN AND PROFESSIONAL RESOURCES

- Community guest speakers

- Position statements - teaching SS to young children:
<https://www.socialstudies.org/position-statements/powerful-purposeful-pedagogy-elementary-school-social-studies>

TEACHER NOTES

The Care to Share Program and Community Celebrations are ongoing throughout the year.



Social Studies Course Overview - Grades K-5

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

Mission and Vision

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. An education in social studies fosters a population that:

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

Standards

Berkeley Heights Public Schools' curricula meets all New Jersey Student Learning Standards (NJSLs).

Best Practices in Social Studies Instruction

Social Studies instruction can be viewed as a “house”:

- The *Vision and Mission* serve as the foundation for each content area’s standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students’ learning of the disciplines.

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing,

Perspectives	often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Disciplinary Concepts

The disciplinary concepts that will be taught in each grade level include:

Civics, Government and Human Rights (Civics)

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

Geography, People and the Environment (Geo)

- Spatial Views of the World (SV)

Human Population Patterns (PP)
Human Environment Interaction (HE)
Global Interconnections (GI)

Economics, Innovation and Technology (Econ)

Economic Ways of Thinking (ET)
Exchanges and Markets (EM)
National Economy (NE)
Global Economy (GE)

History, Culture and Perspectives (History)

Continuity and Change (CC)
Understanding Perspectives (UP)
Historical Sourcing and Evidence (SE)
Claims and Argumentation (CA)

Assessment

Assessment must be ongoing via formative and summative assessments. A variety of assessments are used and include (but are not limited to): conferences, collaborative group work, anecdotal notes, reading responses/notebook assignments, unit projects, quizzes, exit tickets, choice projects, portfolios, writing assignments, oral presentations, Socratic Seminars, primary source analysis, summative tests, and Berkeley Heights Benchmark Assessments.