

Bloomingtondale School District

Bloomingtondale, NJ



Social Studies Grades K-4

Adopted:

2017

Grades K-4 Social Studies is aligned to the NJSLS-SS which are correlated to the NJSLS-ELA and NJSLS-M. Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Social Studies Department

Bloomington School District

Elaine Baldwin
Interim Superintendent of Schools
Principal,
Samuel R. Donald

Cheryl Mallen, Principal
Martha B. Day

Frank Verducci, Principal
Walter T. Bergen

Kerridyn Trusheim, Supervisor
Curriculum, Instruction &
Assessment

SOCIAL STUDIES - K-4

OVERVIEW

The Social Studies curriculum of the Bloomingdale School District adheres to the principle that Social Studies education will provide all students the opportunity to acquire knowledge about the heritage of America, the history of the world in which we live, and the fundamentals of geography, while increasing awareness to current global issues. The Social Studies curriculum of the Bloomingdale School District will lead students to become better residents of the community of Bloomingdale and of our nation in accordance with the New Jersey Student Learning Standards.

New Jersey Student Learning Standards for Social Studies

INTRODUCTION

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local 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 implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.²

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Revised Standards

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The [essential questions](#) created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In Accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

ENGLISH LANGUAGE LEARNERS GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

Beginning ESL students

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary.
- Speak slowly and clearly
- Use gestures, facial expressions, and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

Beginning and Intermediate ESL students

- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lesson, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

Advanced ESL students and recently exited ESL students (see above as needed)

- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs
- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizers
- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student success

MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION FOR SPECIAL EDUCATION STUDENTS

To the maximum extent appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list is only some of the curricular modifications and instructional techniques available for implementation in the Regular Education classroom.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one-half
- Grade student on what is handed in, do not penalize for incomplete assignments / homework / spelling
- Allow student to finish tests and quizzes during school, after school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewriting tests / consider spacing and crowding
- Test for content and knowledge in subject areas
- Grading modification based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences / natural reinforcers / immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)
- Books on tape / study guides
- Differentiated activities / assignments
- Homework Clubs, homework assignment pads
- Vary test formats; short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring : Individual and Classwide models
- Cooperative learning groups
- Advance organizers / outlines / study guides / mapping guides
- Note-taking assistance / note-taking strategies
- Rephrasing/redirecting / 'preview' strategies / mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral , written games, roleplays
- Vary questioning techniques
- Parallel activity or curriculum
- Provide summary of reading assignment: written / taped
- Use checklist for review / study procedures
- Behavioral contingency contracts / planned ignoring
- Time out/ time away

SOCIAL STUDIES – K-4

METHODS OF INSTRUCTION

To include, but not limited to:

- Lecture, direct instruction, teacher modeling
- Large group and small group work
- Cooperative learning groups
- Book talks
- Partner reading
- Choral reading
- Role playing/enactment
- Guided/shared reading
- Personal writing
- Journals
- Response journals
- Writing centers
- Conferencing
- Independent reading
- Learning centers
- Hands-on activities
- Guest speakers
- Peer Tutors
- Field trips
- Audio-visual aids
- Computer technology
- Panel discussions
- Media Center visitations
- Assembly programs
- Bulletin boards
- Assembly programs
- Interactive learning materials
- Projects
- Timelines
- Newsletters
- Graphic organizers
- Powerpoint
- Scrapbook
- Booklets

SOCIAL STUDIES – K-4

MATERIALS FOR INSTRUCTION

- I. Maps and globes
- II. Computer technology
- III. Newspapers/magazines
- IV. Media center/classroom libraries/public library
- V. Audio-visual aids
- VI. Interactive learning material – CD ROMS/DVD/Video
- VII. Textbooks
- VIII. Field trips

METHODS OF EVALUATION

- I. Attitude
- II. Effort
- III. Participation in class work
 - A. Class discussion
 - B. Project work (group and individual)
 - C. Reports
 - D. Writing samples
 - E. Journals/portfolios
 - F. Centers
- IV. Homework
- V. Test and quizzes
 - A. Workbook
 - B. Chapter tests
 - C. Unit tests
 - D. Teacher prepared tests
 - E. Supplementary materials
 - F. Standardized and/or norm referenced tests
- VI. Group work

CAREER INFUSION

I. AWARENESS OF SELF

- A. Becomes aware of personal characteristics including strengths and limitations
 - 1. Considers careers in terms of strengths and limitations
 - 2. Accurately describes own scholastic abilities
- B. Identifies a preferred life style
 - 1. Understands that careers are related to life style
- 2. Identifies from a variety of life styles those most compatible with personal characteristics and needs.
- C. Relates personal needs, values, and interests to behavior decisions and careers
 - 1. Explores personal interests.
 - 2. Explores careers in terms of interests and abilities.
 - 3. Understands that one's career can combine skills and interests.

II IMPROVE HUMAN RELATIONSHIPS, INCREASE INTERPERSONAL SKILLS

- A. Reacts positively to constructive criticism.
 - 1. Gives and profits from constructive criticism.
- 2. Use information gained through constructive criticism to effect change in self and others.
- B. Works with others regardless of sex, race, or cultural differences.
- C. Affirms the need for positive interpersonal relationships.
 - 1. Uses positive means for working with others.
 - 2. Assumes an active role in group situations.
 - 3. Understands the need for and maintains open communication.

III. IMPROVE CAREER PLANNING AND DECISION-MAKING SKILLS

- A. Able to use decision-making processes.
 - 1. Obtains adequate and relevant information for decisions.
 - 2. Uses information sources effectively in making decision.
- B. Demonstrates the ability to participate in group decision-making.
 - 1. Identifies the kinds of decisions that are made in groups.
 - 2. Participates effectively in group decision-making.

IV. IMPROVE WORK, ATTITUDES, AND APPRECIATION FOR CAREER SUCCESS

- A. Demonstrates initiative and independence
 - 1. Engages in activities independently.
 - 2. Engages in independent study and independent tasks.
- B. Exhibits positive work attitude.
- 1. Identifies ways in which occupation, jobs, and work situations can be personally satisfying.
- 2. Identifies ways in which workers can improve their work in terms of satisfaction.
- C. Plans and completes tasks efficiently and thoroughly.

1. Demonstrates self-discipline in completing tasks.
 2. Values planning in organizing work and completing jobs.
- D. Uses health and safety habits.
1. Explores safety aspects of jobs.
 2. Evidences concern for safety of self and others.

V. IMPROVE PROFICIENCY OF COMMUNICATION AND COMPUTATIONAL SKILLS

- A. Understand how good listening skills apply to careers explored.
- B. Uses writing and speaking skills effectively.
1. Uses writing and speaking skills in and out of school.
 2. Uses diverse writing and speaking skills effectively.

VI. GAIN KNOWLEDGE OF THE CAREER IMPLICATION OF SUBJECT MATTER

- A. Identifies career implication of school experiences.
1. Explores careers and plans school experiences in terms of personal interests and skills already learned.
 2. Applies course content to career interests.
- B. Relates specific school experiences to job requirements.
1. Understand career implication of specific subject matter.
 2. Explores career in terms of educational requirements.

VII. ACQUIRE AND APPLY SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

- A. Evidences technological understanding.
1. Traces impact of technology on careers explored
 2. Acquires skills needed to work with technologies related to Preferred occupations

VIII. INCREASE KNOWLEDGE OF CAREER AND OCCUPATIONAL INFORMATION

- A. Uses knowledge of personal values, interest, needs, and limitations to explore career options by relating personal characteristics to preferred occupations.
- B. Develop awareness of a range of career options and their requirements by developing skills which can be combined in a number of ways in different careers.

IX. MARKETABLE SKILLS AND ADAPTABILITY

- A. Understands effects of technological change.
1. Explores emerging careers and occupations.
2. Considers implications of future technological change on preferred occupations.

X. LEISURE PREFERENCES

- A. Identifies personal leisure preferences.
 1. Relates values and interests to use of leisure time.
 2. Evaluates leisure activities in terms of personal values and goals.
- B. Describes the role of leisure in living: pleasure, personal, social, intellectual development, health, and fitness.
 1. Assesses the value of hobbies and activities in personal development.
 2. Values leisure activities.

GIFTED AND TALENTED ACTIVITIES

Extension activities that can be offered to gifted and talented learners in the area of Language Arts may include, but not be limited to:

- I. Projects and reports to extend classroom thematic instruction.
- II. Extended research through the use of technology.
- III. The integration of the language arts and literature with other subject areas.

New Jersey Student Learning Standards: Our Social Studies curricula aligns, when possible, to the NJSLS SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

New Jersey State Department of Education

NJ Educational Mandates

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

<http://www.state.nj.us/njded/holocaust/aboutus/mandate.html>

The Amistad Bill (A1301), calls on —New Jersey schools to incorporate African-American history into their Social Studies curriculum. Passed by the New Jersey legislature in 2002, —The Amistad Bill created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.

<http://www.theamistadcommission.com>

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Bloomingdale Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today’s learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Bloomingdales Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success. There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more

information <http://www.state.nj.us/education/cccs/standards/9>

INTEGRATION OF READING AND WRITING IN SOCIAL STUDIES

In addition to the social studies skills from Standards 61.-6.3, which are integrated into instruction of civics, history, economics and geography, the K-4 social studies curriculum emphasizes and requires the application of literacy skills and strategies for reading and writing identified in each grade level language arts literacy curriculum.

READING

Strategy instruction for reading nonfiction and informational text is a component of the social studies curriculum across all grade levels. Throughout the curriculum, the following instructional structures are identified:

Read-Aloud: The focus is on enjoyment and specific learning goals (for example, to introduce, illustrate, or expand a concept or context for learning in civics, geography, economics or history)

Think-Aloud/Shared Reading: The focus is on strategy or skill instruction, specifically for reading informational or expository text, OR to model thinking about a concept or topic from the curriculum.

Guided Reading: The purpose of guided reading in social studies is twofold: to give students access to social studies content and information using appropriately leveled texts, AND to teach specific reading skills using those texts.

Book Clubs, Text Circles, Literature Circles: This structure entails forming student-led inquiry and discussion groups based on self-selected texts from a set designated by the teacher.

Independent Reading: Students select material that interests them and read for pleasure, giving them the opportunity to answer questions or explore further topics and ideas related to what they are studying in social studies. Students choose from among the titles that they did not have an opportunity to read during guided reading activities or in book clubs.

Research or Inquiry Investigation: Students investigate research questions and learn more about specific topics using a variety of print and nonprint resources. Once they have gathered information—individually, with a partner, or with a group—they report back orally, electronically or in written form.

WRITING

Students should be given numerous opportunities in social studies to apply and practice the specific writing strategies and discourses identified in the language arts curriculum, for example, narrative essays, persuasive essays, and expository essays (compare/contrast, cause/effect, problem/solution). In addition, instruction should incorporate inquiry papers, writing in response to questions about the text students are reading, and Document Based Questions or DBQ's.

Scope & Sequence

Unit 1: School and School Community – 6-8 Weeks Topics:

- The School and Classroom Community
- Community Geography
- Citizenship and Communities
- Holidays

Unit 2: Self and Others; Families- 6-8 Weeks Topics:

- Identity & Diversity
- Developing Identify
- Self as Learner
- Developing Civic Awareness
- The Family Structure
- Family History

Unit 3: The Neighborhood- 6-8 weeks Topics:

- People in the Neighborhood
- Traditions in a Neighborhood
- Features of a neighborhood

Please note that Elementary Social Studies and Science is taught in a rotating 6-8 week cycle.

Grade: K	
Unit 1: School and School Community-6 weeks	
Enduring Understanding: A school helps children learn and become good community citizens	Benchmark Assessments: Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.
Essential Questions: What is the purpose of a school? What is the geography of the school? What are the school rules? What are the classroom rules? Why are rules important? Who are the different people in the school community? Why are teachers important? How can we locate places in the classroom?(Basic directions) How can we locate our community on a map? Our state? What is a neighborhood? Why should we respect one another? What is a citizen? What are the rights and responsibilities of citizens? What are some important Holidays that U.S. citizens share?	Suggested Activities: Remembrance Day – Create a Ribbon Community Helpers - Emergent Reader Book Community Helper Roll and Color Community Helper Pocket Chart Matching Activity Community Helper Occupation Packet My Community Sorting Mat and Cards Curious George On The Job Game: http://pbskids.org/cgi-registry/curiousgeorge/on_the_job.pl Me On The Map Mini Book American Symbols: Mini book and pocket chart activity cards Earth Day Packet: various writing activities & crafts Brainpop Jr Videos: *See follow up lesson plans and activities after the video
Standards: NJSLS SOCIAL STUDIES: 6.1.4.A.1, 6.1.4.A.10, 6.1.4.B.1-2, 6.1.4.B.5, 6.1.4.C.17-18, 6.1.4.D.12-13, 6.1.4.D.20, 6.3.4.A.1-2 Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4 NJSLS ELA: RL.K.1-10; RI.K.1-10; W.K.1-3; W.K.5; W.K.7-8; SL.K.1-6; L.K.1-2;L.K.4-6 Modifications: Please see Introduction	

Grade: K

Unit 2: Self and Others; Families 6-8 weeks

Enduring Understanding:

People are unique and families are important.

Benchmark Assessments:

Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.

Essential Questions:

What characteristics do people share?
What makes people unique and diverse?
How are people characterized?(gender, physical characteristics, ethnicity, language, beliefs)
What is identity? How is it developed?
Why is learning important?
How do people learn? Who do they learn from?
What does it mean to be a good citizen?
What groups do you belong to?
What are the characteristics of families? (beliefs, structure, traditions)
How are families the same? How are they different?
What is your family's history?
What are customs? How do they differ?
What is a home? What does yours look like?
Why do people work? What are a families wants and needs?

Suggested Activities:

Needs and Wants Sort
Who Am I? Starfall
<http://www.starfall.com/n/me/me/load.htm?f>
Classroom family portraits
Who Lives In My House?
Families Are All Different – Poem
This is the Way I Help at Home – Poem/Activity
Character Traits Anchor Chart
All About Me Activity
Brainpop Jr Videos:
Bullying
Friends
Divorce
Homes
Needs and Wants

Standards:

NJSLS SOCIAL STUDIES: 6.1.4.A.1, 6.1.4.A.10, 6.1.4.B.1-2, 6.1.4.B.5, 6.1.4.C.2, 6.1.4.C.17- 18, 6.1.4.D.12-13, 6.1.4.D.20, 6.3.4.A.1-2

Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4

NJSLS ELA: RL.K.1-10; RI.K.1-10; W.K.1-3; W.K.5; W.K.7-8; SL.K.1-6; L.K.1-2;L.K.4-6

Modifications: Please see Introduction

Grade: K

Unit 3: The Neighborhood 6-8 weeks

Enduring Understanding:

Neighborhoods are important and contain many different people and places.

Benchmark Assessments:

Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.

Essential Questions:

Where do you live?
What types of places are found in a neighborhood?
What are some neighborhood celebrations?
Who are the people in your neighborhood and how do they help you?
What makes neighborhoods unique?
How does a neighborhood change?
What are some major features of your neighborhood? (landmarks, businesses)
What are some major features of Bloomingdale?

Suggested Activities:

In My Neighborhood - Emergent Reader Book (see hard copy)
Transportation – Beginning Sound Activity Sheets (see hard copy)
Shapes I See in Signs – Mini Book (see hard copy)* Theo Neighborhood Walk
Paper Bag Neighborhood (Pinned from snippetygibbet.blogspot.com)
Ben Stiller singing People in my Neighborhood (youtube.com)
Sesame Street Song: The People In Your Neighborhood Song (youtube.com)
Arthur explores his city (interactive): <http://pbskids.org/arthur/games/elwoodcity/>
Firefighter Visit
Brainpop Jr Videos:
Transportation
Emergency Signs

Standards:

NJSLS SOCIAL STUDIES: 6.1.4.A.1, 6.1.4.A.10, 6.1.4.B.1-2, 6.1.4.B.5, 6.1.4.C.17-18, 6.1.4.D.12-13, 6.1.4.D.20, 6.3.4.A.1-2

Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4

NJSLS ELA: RL.K.1-10; RI.K.1-10; W.K.1-3; W.K.5; W.K.7-8; SL.K.1-6; L.K.1-2; L.K.4-6

Modifications: Please see Introduction

Grade: 1

Scope & Sequence

Unit 1 – The Community- 6 weeks

- People have rules and routines to maintain order and be a good citizen.
- People have different jobs and work in special buildings in the community they live in (teachers/ school, doctors/ hospital, government leaders, farmers, mail carrier /post office, librarian/ library etc.)
- People in communities rely on each other for goods and services (i.e economics)
- People have needs and wants (food vs. new sneakers)
- People can be community leaders (mayor, governor, superintendent, President)
- People participate in the democratic process by voting responsibly

Unit 2 – Families and Places in our Communities- 6 Weeks

- Families are part of communities (school, cultural, religious, sports).
- Communities celebrate holidays (cultural, religious, national).
- People live in a town, state and country (i.e, personal address)
- Symbols/legends represent places and can be used to locate geographic feature
- and physical characteristics on a map or globe.
- Compass Rose and cardinal directions
- Different types of maps (zoo, city, park, museum, etc)

Unit 3 – Families Are Important: Family Now & Long Ago- 7 weeks

- There are many different kinds of family structures (nuclear, extended, blended, adoptive, same sex families)
- Families of long ago share similarities and differences with families today (food, transportation, clothing, games/fun, school, home life, communication)
- Family members have various roles, jobs and responsibilities (i.e. conserving resources and recycling).
- Family growth and change can be documented (growth charts, photographs, videos, timeline, etc.)

Please note that Elementary Social Studies and Science is taught in a rotating 6-8 week cycle.

Grade: 1	
Unit 1: The Community (5-6 weeks)	
<p>Enduring Understanding: There are many roles for people in a community and they work together.</p>	<p>Benchmark Assessments: Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.</p>
<p>Essential Questions:</p> <p>What are some rules and laws of your communities? What are different jobs and volunteer positions in a community? What goods and services are provided within the community? What are the wants and needs of people in a family and community? How are they met? Who are the leaders in your community? (FL, NJ, US) What rights (voting) and responsibilities (recycling) do citizens have in the community?</p>	<p>Suggested Activities:</p> <p>Remember to infuse magazine subscriptions with correlating activities and well as honoring special holidays that arise during the year.</p> <ul style="list-style-type: none"> • View Brainpop, Jr. on Rural, Urban and Suburban communities. Complete community sort on chart paper. • Read <u>Me on the Map</u> by Joan Sweeney. Create flipbook showing that we live in a home, town, state and country. • Read <u>Our Town</u> by Kim Ulander. Talk about special landmarks (stores, fields, pool, library) that they visit in Bloomingdale. Discuss how that helps our community and how we can get there. (Walking, driving, bus, bikes, train) Discuss the need for maps and how people use GPS in cars or phones to help navigate to new places. • Read <u>We Need Directions!</u> By Sarah De Capua. Teach the mnemonic: Never Eat Soggy Waffles for remembering the directions in order on a compass. Fill in the points on the compass rose handout. Read the Compass Guide Poem. • Read <u>Maps</u> by Joellyn Thrall Cicciarelli. Discuss how maps can show many different types of places- big and small. Discuss that a key or legend shows places on the map and is a guide for the reader. Draw a map of the classroom using the handout. • Read <u>Types of Maps</u> by Mary Dodson Wade. Review landmarks and legends (key). Draw a map of a town that the kids can create with a special name. They will choose the landmarks and add them to • View Brainpop, Jr. on Rural, Urban and Suburban communities. Complete community sort on chart paper.
<p>Standards: NJSLS: 6.1.4.A.1, 6.1.4.A.9, 6.1.4.A.10, 6.1.4.B.1, 6.1.4.C.2, 6.1.4.C.9, 6.1.4.D.11, 6.1.4.D.12, 6.1.4.D.17, 6.3.4.A.2 Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4 NJSLS in ELA: RL.1.1-10; RI.1.1-10; W.1.1-10; SL.1.1-6; L.1.1-6</p> <p>Modifications: Please see Introduction</p>	

Grade: 1

Unit 2: Families and Places in our Communities (5-6 weeks)

Enduring Understanding:

Communities are unique.

Benchmark Assessments:

Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.

Essential Questions:

What are different types of communities? (school, cultural, religious, etc)
How do communities celebrate holidays? (cultural, religious, national)
Where do people live? (town, state and country)
What is a symbol? How does it relate to a map?
What is a compass rose? What are cardinal directions?
How can we locate special landmarks in our community? (zoo, city, park, museum, etc)

Suggested Activities:

Remember to infuse magazine subscriptions with correlating activities and well as honoring special holidays that arise during the year.

- View Brainpop, Jr. on Rural, Urban and Suburban communities. Complete community sort on chart paper.
- Read Me on the Map by Joan Sweeney. Create flipbook showing that we live in a home, town, state and country.
- Read Our Town by Kim Ulander. Talk about special landmarks (stores, fields, pool, library) that they visit in Bloomingdale. Discuss how that helps our community and how we can get there. (Walking, driving, bus, bikes, train) Discuss the need for maps and how people use GPS in cars or phones to help navigate to new places.
- Read We Need Directions! By Sarah De Capua. Teach the mnemonic: Never Eat Soggy Waffles for remembering the directions in order on a compass. Fill in the points on the compass rose handout. Read the Compass Guide Poem.
- Read Maps by Joellyn Thrall Cicciarelli. Discuss how maps can show many different types of places- big and small. Discuss that a key or legend shows places on the map and is a guide for the reader. Draw a map of the classroom using the handout.
- Read Types of Maps by Mary Dodson Wade. Review landmarks and legends (key). Draw a map of a town that the kids can create with a special name. They will choose the landmarks and add them to the key. They will also fill in the coordinates on the compass.
- View Brainpop, Jr. on reading Maps. Complete Map Handout about following directions.
- Project the Royal Castle Floor Plan on your smart board. Read the directions aloud to the class and invite students to come up and label the rooms following the N, S, E, W directions. Source: superteacherworksheets.com
- View Brainpop, Jr. on Citizenship. Make and laminate a person template. Kids can write one way to be a good citizen and post-it on the figure.
- Read Do Something For Others by Anders Hanson.

	<p>Complete the Good Citizen worksheet describing good citizens can, have and are.</p> <ul style="list-style-type: none"> • Read <u>Being a Good Citizen</u> by Mary Small. Discuss how each person in a community is a citizen and each person is responsible for helping the community be being a good citizen. Write/ draw about a good citizen in your community, this person could be from school, home, church, town, team, etc. • View Brainpop, Jr. on Holidays. Chart a list of holidays and special events that student's celebrate. Students can draw and write about a favorite family tradition or holiday they celebrate each year.
<p>Standards: NJSLS: 6.1.4.A.1, 6.1.4.A.9, 6.1.4.A.10, 6.1.4.B.1, 6.1.4.C.2, 6.1.4.C.9, 6.1.4.D.11, 6.1.4.D.12, 6.1.4.D.17, 6.3.4.A.2 Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4 NJSLS in ELA: RL.1.1-10; RI.1.1-10; W.1.1-10; SL.1.1-6; L.1.1-6</p> <p>Modifications: Please see Introduction</p>	

<p>Grade: 1</p>	
<p>Unit 3: Families Are Important: Family Now & Long Ago (6 weeks)</p>	
<p>Enduring Understanding: Families are important today and long ago.</p>	<p>Benchmark Assessments: Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.</p>
<p>Essential Questions: What structures do families have? How do family members care for each other? How is family life the same and different today and long ago? (homes, travel, work, food, leisure time, technology, education, the role of women and children) What roles do people have in a family? How do families share their histories and traditions? How do families grow and change?</p>	<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Read the Kissing Hand by Audrey Penn, discuss part of your role in your family is being a student. Complete kissing hand project. (Great for Back to School Night) • Read David G Read the Kissing Hand by Audrey Penn, discuss part of your role in your family is being a student. Complete kissing hand project. (Great for Back to School Night) • Read David Goes to School by David Shannon. Discuss classroom rules that will make it safe for our school family to have a great year. Make a class rules chart. Create paper David characters with a rule written on his shirt. • Read Rules and Laws by Ann-Kishel. Discuss school and town rules. Have class sign class contract.

- Read *Two Eyes a Nose and a Mouth* by Roberta Grobel Intrater. Discuss how and why everyone looks different and special in his or her own way. Create a self-portrait. Use frame from stationery studio. Add the poem: I drew this picture so you could remember what I looked like in early September.
 - Read *Chrysanthemum* by Kevin Henkes. Graph the number of letters in your name. Use 1-inch graph paper and write one letter in each block. Chart on mural paper. * Before reading, send home special homework where parents can explain how and why they chose a special name for their child. Share with the class.
 - Read *Clifford's Family* by Norman Bridwell. Discuss how families are different sizes and do not have to live together to be part of the same family. Draw/paint a picture of your own family. Use the house stationery on Stationery studio.
 - Complete the house glyph and attach poem called *Home* by Joyce King to create the front door.
- View *Village Life* on United Streaming. Discuss families in different parts of the world and how the children help with chores. Begin a T chart of chores in villages and in Bloomingdale.
- View *Elizabeth's Chores and her Great Disappointment* on United Streaming. Discuss families in different parts of the world and how the children help with chores. Continue adding to the T Chart.

Standards:

NJSLS SOCIAL STUDIES: 6.1.4.A.1, 6.1.4.A.10, 6.1.4.B.1-2, 6.1.4.B.5, 6.1.4.C.17-18, 6.1.4.D.12-13, 6.1.4.D.20, 6.3.4.A.1-2

Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4

NJSLS ELA: RL.K.1-10; RI.K.1-10; W.K.1-3; W.K.5; W.K.7-8; SL.K.1-6; L.K.1-2; L.K.4-6

Modifications: Please see Introduction

Grade: 2

Scope & Sequence

Unit 1 – Rights, Rules, and Responsibilities - 6-8 Weeks

- Community members are united by symbols of citizenship (the U.S flag and its display and use, the Pledge of Allegiance, and national holidays).
- Communities need rules and laws to solve problems and resolve conflicts.
- Participation in decision making, problem solving, and conflict resolution.
- Community leaders represent the people in a neighborhood, borough, city, state, etc.
- National leaders and elected (president).
- People elect community leaders to make, enforce, and interpret rules and laws.
- Community resources require community workers (fire fighters, police officers, sanitation workers, teachers, etc.)

Unit 2 – Our Community’s Geography- 6-8 Weeks

- Location can be described using cardinal directions (north, south, east, west).
- Maps and globes have special features
- Places have geographic and political boundaries.
- Bloomingdale, New Jersey can be located on a map, and the U.S can be located on a world map.
- Maps provide information and have special purposes.
- There are many different kinds of maps.
- People who make maps use special tools.
- Geography of Bloomingdale, New Jersey.
- Locate Bloomingdale on a map of NJ.
- People can read maps to learn about Bloomingdale

- Special buildings can be located on a map.
- Geographic features influence communities
- Communities use human and natural resources in different ways.
- A community’s location is relative to other communities.
- People adapt and make changes to the environment.

Unit 3 – Urban, Suburban, and Rural Communities- 6-8 Weeks

- Urban, rural and suburban communities have special events, people, traditions,
- practices, and ideas
- Communities can be characterized as urban, rural, or suburban
- Geography and natural resources shape where and how communities develop
- Environmental factors influence the lifestyles of community residents (schools, buildings, sports and recreation facilities, extreme weather preparation)

FOCUS: Comparative case study of suburban and rural community (Choose any U.S. suburban community and any U.S. rural community)

- rural communities are often far from each other, big towns or cities
suburban communities are residential towns on the outskirts of a city or large town
- suburban homes are generally on smaller areas of land than rural homes
- suburban homes are usually located in neighborhoods
- rural areas may have limited public services (hospitals, police, public transportation, etc.)
- suburbs have lower populations than urban communities
- rural communities have lower populations than suburban communities
- types of transportation in rural and urban

Please note that Elementary Social Studies and Science is taught in a rotating 6-8 week cycle.

Grade: 2	
Unit 1: Rights, Rules, and Responsibilities (6-8 weeks)	
Enduring Understanding: Students will understand the relationship between the local government and the community.	Benchmark Assessments: Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.
Essential Questions: What are rules and laws? Why do communities need them? How have rules and laws changed over time? What rights and responsibilities do students’ have? What symbols unite community members? Why is it important to honor the United States? What levels of government do we have?(Bloomingdale, NJ,US) Who are the local, state and national leaders and how are they elected?	Suggested Activities: <ul style="list-style-type: none"> • Create classroom rules chart • Bearenstain Bears: Trouble in School Activity • Students’ rights & responsibilities My Education Activity • U.S Symbols road trip scrapbook • Good Citizens Rights and Responsibilities printable mini -book • If I Were President writing activity • Hold a Mock Election • Read Alouds – Enemy Pie, Do Unto Otters, The Recess Queen, Duck for President, My Teacher for President, Grace for President • Brain Pop Jr. Rights and Responsibilities. School Community

Standards:

NJSLS: 6.1.4.A.1-3, 6.1.4.A.6, 6.1.4.A.7, 6.1.4.A.8, 6.1.4.A.9, 6.1.4.A.10, 6.3.4.A.1, 6.3.4.A.2, 6.1.4.D.6

Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4

NJSLS in ELA: RL.2.1-3; RL.2.5-7; RL.2.9-10; RI.2.1-10; W.2.1-3; W.2.5; W.2.7-9; SL.2.1-6; L.2.1-6

Modifications: Please see Introduction

Grade: 2

Unit 2: Our Community's Geography (6- 8 Weeks)

Enduring Understanding:

Students will understand how geography influences where people choose to live and why.

Benchmark Assessments:

Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.

Essential Questions:

Why is it important to use maps to find locations?
What are the features of maps and globes?
Where is Bloomingdale located?(map of NJ)
Where is NJ located?(map of US)
Where is the U.S. located?(map of world)
What landforms and bodies of water in the United States and New Jersey?
What are natural resources, and how do people use them?
How does the environment affect communities?
What communities are within Bloomingdale?
What are some special buildings in Bloomingdale and where are they located?

Suggested Activities:

- Create Compass Rose Folders with labeled directions
- Borough of Bloomingdale, map of New Jersey, map of United States, and map of the world worksheets.
- "A Land and Water map of Oregon" worksheets.
- "Picturing the United States" worksheets
- Royal Castle Floor Plan
- Compass Rose worksheets
- Balloon Globe project
- Create a weather map
- Students role in the world flip book
- Flat Stanley project (optional)
- Read Alouds – Me on the Map, Flat Stanley Read Aloud
- Brain Pop Jr.
 - Reading Maps
 - Continents and Oceans
 - Landforms

Standards:

NJSLS: 6.1.4.B.1, 6.1.4.B.2, 6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.6, 6.1.4.B.7, 6.1.4.B.8, 6.1.4.B.10, 6.1.P.A.1, 6.1.P.A.2, 6.1.P.A.3, 6.1.4.C.1, 6.1.4.C.2

Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4

NJSLS in ELA: RL.2.1-3; RL.2.5-7; RL.2.9-10; RI.2.1-10; W.2.1-3; W.2.5; W.2.7-9; SL.2.1-6; L.2.1-6

Modifications: Please see Introduction

Grade: 2**Unit 3:** Urban, Suburban, and Rural Communities (6-8 Weeks)**Enduring Understanding:**

Students will understand why and how communities develop differently.

Benchmark Assessments:

Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.

Essential Questions:

Why do people choose to live in certain places?

How are communities characterized?(urban, suburban, rural)

What kinds of communities do people live in?

What is life like in a suburb?(environment, population, public services, homes, recreation activities, transportation, economy and jobs, wildlife)

What is life like in a rural area?(environment, population, public services, homes, recreation activities, transportation, economy and jobs, wildlife)

What is life like in an urban area?(environment, population, public services, homes, recreation activities, transportation, economy and jobs, wildlife)

Suggested Activities:

- Rural, Suburban, Urban flipbook sort
- Types of Communities “Looks like” & “Sounds like” Worksheet
- Rural, Suburban, Urban flipbook picture sort
- Read and assemble Communities booklet
- Urban, Suburban, and Rural graphic organizer
- Urban, Suburban and Rural Dioramas
- “Big City Fun” reading and activities
- Window View Activity
- “Build it” activity
- “Bird’s Eye View”
- Urban, Rural, Suburban group poster project
- Read Alouds – Town Mouse Country Mouse, Franklin’s Neighborhood, The City Kid & The Suburb Kid
- Brain Pop Jr.
 - Homes
 - Rural, Suburban, and Urban
 - Community Helpers
 - Transportation

Standards:

NJSLS: 6.1.P.D.14;6.1.4.D.11-19; 6.1.4.C.1-5; 6.1.P.B.1-10; 6.3.4.A.1-4;6.1.4.C.1-2; 6.1.4C.14-18

Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4

NJSLS in ELA: RL.2.1-3; RL.2.5-7; RL.2.9-10; RI.2.1-10; W.2.1-3; W.2.5; W.2.7-9; SL.2.1-6; L.2.1-6

Modifications: Please see Introduction

Economics Unit

The following unit will be integrated into the curriculum according to teacher discretion and individual time and pacing.

Let's Chat About Economics

Chapter 1: Grocery Store Vocabulary

- Cost Demand
- Market Economy Need
- Price Scarcity Supply Taxes Wages Want

Discussion/Questions

- Discuss with your students about how when you go into a grocery store, you see certain displays or advertisements.
- If I were at Shop Rite in the Fall, what big displays might I see? Why?

Suggested Activities:

- (Download circulars) Show a store circular to each group and have them discuss and determine what the supply and demand is based on the circular. They can infer what season it is and what holiday might be coming up.
- Supply & Demand Sort
- Discuss with your students the difference between wants and needs. **(use Supply & Demand Presentation)**
- Discuss with students how resources are limited in the world. There is a limit to everything in the world. We simply cannot have everything we want and this defines the problem of scarcity.
- Create a class poster on why we need money
- Create a class poster on wants and needs
- Brainpopjr.com Wants and Needs -Watch, discuss and take online quiz
- Brainpopjr.com Supply and Demand -Watch, discuss and take online quiz
- Needs & Wants - Heart and Genie Lamp Activity

Chapter 2: Family Trip Vocabulary

- Choice
- Costs
- Diminishing returns
- Opportunity
- Costs
- Trade-offs

Discussion/Questions:

- What did Maria want to do for Spring Break?
- What did Maria's mom think about her idea?
- What were the costs for Maria's idea for Spring Break?
- Were Maria and Danny able to make a choice considering trade offs? What were their trade offs?
- Which Spring Break option had too high of a cost and diminishing returns?
- Can you think of times in your life when you made a choice NOT to do something because the cost was too high?
- What is your idea of an Opportunity cost? What are some examples that Danny suggested?

Suggested Activities:

- Give students 3 minutes to list everything they want to do over Spring Break. After they have a moment to jot their list, discuss if they are usually able to do everything they want to do in a whole week off of school? Why not? Discuss the idea of not enough time or money. Then discuss the concept of choice. A choice is a decision between two or more possibilities and whenever a choice is made, something is given up. That is the Opportunity Cost--the possibility we gave up.
- Work together to make a schedule of activities for a friend during her Spring Break camp using So few of me lesson plan activities.
- Watch Cashville Kidz Episode 15: Opportunity Costs and discuss the choices and cost of each activity. <https://www.youtube.com/watch?v=8QLkhmsvKLo>
- Opportunity Cost Scenario cards (see in folder)

Extension:

- Read Aloud- Something Good By Robert Munsch
- So Few Of Me By Peter H. Reynolds (lesson plans uploaded in folder)
- Pickle Patch Bathtub by Frances Kennedy (lesson plans uploaded in folder)

Chapter 3: Summertime Vocabulary

- Disincentive
- Governments
- Incentives
- Income taxes
- License
- Need
- Property taxes
- Quid pro quo Taxes
- Want

Discussion/Questions

- Discuss with your students what some of them may do to earn an allowance.
- What does it mean to spend money? What does it mean to save money?
- How many of you have had your own money to spend? Was the money an allowance or a gift, like money given in your birthday card?
- Review the differences between needs and wants.

Suggested Activities:

- Brainpopjr.com Saving and Spending -Watch, discuss and take online quiz
- Create a T-chart on Saving and Spending Money
- Spending and Saving Money Activity
- Discuss and identify the differences between property taxes, income taxes, and sales taxes.
- Discuss government and how they collect taxes from citizens to provide services for their community and country.
- Brainpop.com Taxes -Watch, discuss and take online quiz
- Create a poster on different types of taxes
- Taxes flap book

Extension:

- Read Aloud *Berenstain Bears-The Trouble with Money*
- Read Aloud *Give Save Spend with the Three Little Pigs* by: Clint Greenleaf

Chapter 4: Yard Sale Vocabulary

- Choices
- Costs
- Elastic
- Inelastic
- Need
- Price
- Sales tax
- Want

Discussion/Questions

- Discuss as a group wants, needs and choices.
- What does the word price mean?
- What are some prices of things you have bought? Allow students to share their experiences buying things.
- When you don't have enough money or resources to get everything you want, you sometimes have to make a choice.
- Making a choice means to decide just what you will use your resources on. Discuss the importance of spending your resources on the things you need first, and if there is any left over, then you can get some of the things you want.

Suggested Activities:

- Watch and discuss Smart Buying habits from Cashville Kidz Episode 3.
<https://www.youtube.com/watch?v=8vIjw0ary5Y>
- Making Choices activity sheet
- Bargain Shopping and Savings Activity Sheet

Extension:

- Read Aloud- Sam and the Lucky Money By Karen Chinn
- Read Aloud- Alexander, Who Used to Be Rich Last Sunday

Other Resources:

- Financeintheclassroom.org
- learningtogive.org

Grade: 3

Scope and Sequence

Unit 1: World Geography, North America, and United States – 6-8 weeks

- World Geography/United States
- Continents and Oceans
- Continent of North America
- Geography of the United States
- Regions and States of the United States
- Flag and Symbols of the USA
- Geographical Features
- Government and Currency
- Cultural Highlights

Units 2 & 3: Case Studies of a World Community- 6-8 weeks each

- Case study of two communities in Asia, Africa, Europe or South America
- Aspects of study for each country include: Location
- Important Symbols Geographical features Cultural Aspects
- Type of Government Economy

(Teachers can also study any other aspect of the countries they choose to study)

Please note that Elementary Social Studies and Science is taught in a rotating 6-8 week cycle.

Grade: 3	
Unit: 1 World Geography/United States (6-8 weeks)	
Enduring Understanding: Students will be able to identify and locate major geographical features around the world.	Benchmark Assessments: Biweekly quizzes End of Unit Assessment Hands on Activities Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.
Essential Questions: Week 1: What are the names of the seven continents and main bodies of water throughout the world? Week 2: Name the countries that	Suggested Activities: <ul style="list-style-type: none">• Countries Chart• Label parts of blank maps of the continents and oceans, North America, and the United States• Fill in the blank note taking activities• Map skills review pages• Color flags• View Discovery Education and other online videos

make up the continent of North America.

Week 3: Locate important places around the world using a compass rose, map key, map scale, and latitude and longitude.

Week 4: Name the regions of the United States and be able to locate on a map.

Week 5: What does each symbol on the United States flag represent? Discuss the significance of various United States symbols.

Week 6: Identify and locate various geographical features across the United States.

Week 7: What are the three branches of government? Who is the leader of the United States and how long can he or she serve?

Week 8: What are commonly known American pastimes, celebrations, and cultural activities?

and websites

- Sing and listen to songs about the 50 states
- Teacher Created Material
- See Unit Folder for Activities

Standards:

NJSLS: 6.3.4.A.4, 6.3.4.C.1, 6.3.4.B.1, 6.1.4.A.1, 6.1.4.A.14, 6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.6, 6.1.4.B.7

NJSLS in ELA: RL.3.1-10; RI.3.1-10; W.3.1-10; SL.3.1-4; SL.3.6; L.3.1-6

Modifications: Please see Introduction

Assessments

- Formative Assessments
 - Do Nows
 - Teacher Observation Class
 - Discussions Brain Pop Quizzes
 - Think/Pair/Share

- Summative Assessments
 - Teacher created materials
 - Graphic organizers
 - Self-Assessment
 - Writing Assessments (RAFT, open ended questions)
 - Projects

Grade: 3	
Unit: 2 & 3 World Community Case Studies (6-8 weeks each)	
<p>Enduring Understanding: Several factors (culture, history, geography, people and government) shape the development of a community.</p>	<p>Benchmark Assessments: Biweekly quizzes End of Unit Assessment Hands on Activities Projects Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.</p>
<p>Essential Questions:</p> <p>How does location influence the development of a community? How does culture influence the development of a community? How does history influence the development of a community? How does geography influence the development of a community? How do people influence the development of a community? How does government influence the development of a community?</p>	<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Countries Chart • Discovery Education video clips • Create brochures • Create geographical maps • Vocabulary Practice • Note taking • Highlighting Facts • Essay Writing <p>Possible Projects for the Unit</p> <ul style="list-style-type: none"> • Students create a brochure using topics from chart to teach others about a country. • Compare and contrast two countries studied using a Venn Diagram and then write a comparative essay. • Hold a school wide World Fair exhibiting artifacts and facts about the countries studied. May include food, clothing and music. • Create maps for each country highlighting geographical features or points of interest. • Create books including pictures and facts. • Write an informative essay on one country of choice. • Create a PowerPoint Presentation highlighting unique features and facts about the country.

Standards:

NJSLS: 6.3.4.A.4, 6.3.4.C.1, 6.3.4.B.1, 6.1.4.A.1, 6.1.4.A.14, 6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.6, 6.1.4.B.7

NJSLS in ELA: RL.3.1-10; RI.3.1-10; W.3.1-10; SL.3.1-4; SL.3.6; L.3.1-6

Modifications: Please see Introduction

Assessments

- Formative Assessments
 - Do Nows
 - Teacher Observation Class
 - Discussions Brain Pop Quizzes
 - Think/Pair/Share

- Summative Assessments
 - Teacher created materials
 - Graphic organizers
 - Self-Assessment
 - Writing Assessments (RAFT, open ended questions)
 - Projects

Grade: 4

Scope and Sequence

Unit 1: Native Americans: First Inhabitants of New Jersey- 6-8 weeks

- Geography of New Jersey
- First Native Inhabitants of New Jersey
- The Lenape
- Culture and Way of Life of Native Peoples

Unit 2: Three Worlds Meet: Colonial and Revolutionary Periods-6-8 weeks

- Exploration
- European Settlements (13 Colonies)
- Life in the NJ Colony
- American Revolution
- American Revolution in NJ

Unit 3: The New Nation and Local and State Government-6-8 weeks

- The Constitution (Development & Document)
- The Bill of Rights
- NJ's Constitution
- Organization of New Jersey's State and Local Governments
- Rights and Responsibilities of United States Citizens

Please note that Elementary Social Studies and Science is taught in a rotating 6-8 week cycle.

Grade: 4	
Unit: 1 Native American: First Inhabitants of New Jersey (6-8 weeks)	
Enduring Understanding: Native Americans influenced the development of New Jersey.	Benchmark Assessments: Quizzes End of Unit Assessment Hands on Activities Projects Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.
Essential Questions: What are some important geological features of NJ?(bodies of water, landforms, mountains) How did the	Suggested Activities: <ul style="list-style-type: none">• Map projects of NJ and it regions/counties• Writing projects focused on Lenape life• Utilize activities from http://www.nj.gov/state/historical/topical lenape elementary.html

<p>geography and environment of New Jersey influence the lives of its first inhabitants? What was the culture of the first people of New Jersey? Who were the Lenape of New Jersey and how did they live?</p>	<ul style="list-style-type: none"> Utilize activities from Studies Weekly NJ
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Standards:
NJSLS: 6.1.4.B.1-10, 6.1.4.C.15, 6.1.4.D.10, 6.1.4.D.13-15, 6.1.4.D.18-20
NJSLS ELA: RL.4.1-7; RL.4.9-10; RI.4.1-10; W.4.1-10; SL.4.1-6; L.4.1-6

Modifications: Please see Introduction

Assessments

- Formative Assessments
 - Do Nows
 - Teacher Observation Class
 - Discussions Brain Pop Quizzes
 - Think/Pair/Share
- Summative Assessments
 - Teacher created materials
 - Graphic organizers
 - Self-Assessment
 - Writing Assessments(RAFT, open ended questions)
 - Projects

Grade: 4

Unit: 2 Three Worlds Meet: Colonial and Revolutionary Periods (6-8 weeks)

<p>Enduring Understanding: Three diverse cultures interacted and affected each other in New Jersey. The American Revolution affected lives in New Jersey.</p>	<p>Benchmark Assessments: Quizzes End of Unit Assessment Hands on Activities Projects Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.</p>
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Essential Questions:

Why was the early exploration and settling of New Jersey important?
 What were the reasons for European Exploration?
 How did the Europeans, Africans, and Native Americans impact each other in the Colonies?
 How did the Colonies grow and develop?
 What role did geography and the environment have in shaping the economies and lifestyles of early colonies?
 Why did the English Colonists settle in North America?
 Who were the settlers of New Jersey and how was their economy structured?
 Why did the American colonists decide to go to war against Britain?
 How did the colonists protest British rule?(Stamp Act, Sugar Act, etc)
 What was New Jersey's role in the American Revolution?

Suggested Activities:

- Explorer Research Project
- Reading and guided assessment questions on Explorers
- Explorer mini-book
- Triangular Trade Activities
- 13 Colonies Map
- Colonial America Scavenger Hunt Activity
- Battles of the Revolution Map Activity
- Primary Source Analysis- Pictures of Washington Crossing the Delaware
- Projects based on Unit 2 topics
- Writing projects focused on exploration, colonization and American Revolution
- Biography study of American Revolution heroes
- School House Rock- "No More Kings", "Shot heard round the world"
- Create timelines

Standards:

NJSLS: 6.1.4.A.9, 6.1.4.A.11 , 6.1.4.A.12, 6.1.4.A.15, 6.1.4.B.7, 6.1.4.B.10, 6.1.4.D.1 - D.9, 6.1.4.D.12,6.1.4.D.14,6.1.4.D.17,6.1.4.D.19,6.1.4.D.20

NJSLS ELA: RL.4.1-7; RL.4.9-10; RI.4.1-10; W.4.1-10; SL.4.1-6; L.4.1-6

Modifications: Please see Introduction

Assessments

- Formative Assessments
 - Do Nows
 - Teacher Observation Class
 - Discussions Brain Pop Quizzes
 - Think/Pair/Share
- Summative Assessments
 - Teacher created materials
 - Graphic organizers
 - Self-Assessment
 - Writing Assessments(RAFT, open ended questions)
 - Projects

Grade: 4

Unit: 3 The New Nation and Local and State Government (6-8 weeks)

Enduring Understanding:
The relationship between governments and individuals and what it means to be free.

Benchmark Assessments:
Quizzes
End of Unit Assessment
Hands on Activities
Projects
Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.

Essential Questions:
What role did NJ play in the development of the new nation?
What is the importance and significance of the United States Constitution?
What is the importance and significance of New Jersey's Constitution?
What is the Bill Of Rights and why was it created?
How were equal rights achieved by various groups in the United States?
What is the organization of New Jersey's state and local governments?
What are the rights and responsibilities of United States citizens?

- Suggested Activities:**
- Create a Classroom Bill of Rights
 - Activities & Assessments on the Bill Of Rights
 - Bill of Rights matching game
 - 'Who am I' Founding Fathers activity
 - Primary Source Analysis- Picture—"Our founding fathers, hard at work" & Continental Congress
 - Take a virtual tour of the State House
 - School House Rocks- "Three ring circus", "Preamble", "Fireworks"
 - Create timelines
 - Debate
 - Compare and contrast the three branches of government
 - Letter writing to various state and local officials
 - Cake of New Jersey
 - Brochure of New Jersey

Standards:

NJSLS: 6.1.4.A.1-16, 6.1.4.D.5, 6.1.4.D.6, 6.1.4.D.7, 6.1.4.D.11-12, 6.1.4.D.16, 6.1.4.D.18-20

NJSLS ELA: RL.4.1-7; RL.4.9-10; RI.4.1-10; W.4.1-10; SL.4.1-6; L.4.1-6

Modifications: Please see Introduction

Assessments

- Formative Assessments
 - Do Nows
 - Teacher Observation Class
 - Discussions Brain Pop Quizzes
 - Think/Pair/Share

- Summative Assessments
 - Teacher created materials
 - Graphic organizers
 - Self-Assessment
 - Writing Assessments(RAFT,
open ended questions)
 - Projects