

Somers Point School District



Curriculum

Social Studies

Grade One

August 2012

Board Approved: September 2012

Table of Contents

Somers Point Schools Administration and Board of Education Members	Page 3
Acknowledgments	Page 4
District Vision, Mission, and Goals	Page 5
Introduction/Philosophy/Educational Goals	Page 7
National and State Standards	Page 8
Scope and Sequence	Page 9
Goals/Essential Questions/Objectives/Instructional Tools/Activities	Page 13

SOMERS POINT SCHOOL DISTRICT

Board of Education

Mr. William August, President
Mr. Joseph Hall, Vice President
Mr. Albert W. Becker
Mrs. Karen Broomall
Dr. Jeanne Carlson
Mr. Trevor Costanza
Mr. Charles Somers
Mrs. Constance J. Hiles
Mr. Nicholas Wagner

Superintendent of Schools

Mr. Jeffrey Miller

Secretary to the Superintendent:

Mrs. Mary Ann Duffey

Business Administrator/Board Secretary

Ms. Suzanne Keller

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers Names: LouAnn Bennett, Brenda Bullard, Jeanette Cellucci, Micheal Dalessio, Nicole DiGiacomo, Amy Horan-Smith, Paul McCracken, Chris Ragan, Cris Reinhold, Clay Smith

Director of Curriculum: Jennifer Luff Ed.D.

Secretarial Staff: Suzanne Klotz

Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Somers Point Schools will help students understand their past and present to become responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies our mission is to provide learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities. Our 21st Century learners will utilize technology to gather information from online resources and collaborative relationships to build a conceptual understanding of our global society.

Educational Goals & Beliefs

- All students learn through a variety of relevant experiences. Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.
- Research shows active learning is essential. Therefore, we will provide students with a variety of active, student-centered, multisensory learning opportunities.
- Instruction should be relevant, meaningful, and based on student needs. Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.
- The world is constantly changing. Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.
- We live in a culturally diverse, global society. Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.
- Assessment should be ongoing, diagnostic, and aligned with instruction. Therefore, we will provide multiple authentic assessment tools.
- The use of community resources is essential for effective instruction. Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.
- Active and informed citizen participation is essential to democracy. Therefore, we will provide instruction and curriculum designed to develop students who will be informed, active problem solvers, and willing participants in the democratic process.
- Students are citizens of a connected, digital society. Therefore, they will utilize technology as a tool to solve problems and build relationships.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Social Studies Standards and Cumulative Progress Indicators.

Social Studies Education in the 21st Century

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.

More information about The NJ Core Curriculum Content Standards in Social Studies can be found here: <http://www.state.nj.us/education/cccs/standards/6/index.html>

Grade One Social Studies Scope and Sequence

	Quarter I	
Timeline	Big Idea <i>Topic</i>	Standards
2-3 weeks	The school community	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. 6.3.4.A.1 Evaluate what makes a good rule or law.
2-3 weeks	Teamwork Fall holidays (Columbus Day, Halloween, Election Day, Veterans Day, changing of the season) Red Ribbon Week-Anti-drug awareness	6.1.4.A.7 Explain how the United States functions as a representative democracy , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
2-3 weeks	Neighborhood people/community workers	6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system. 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes. 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.
Ongoing character education quarters 1-4 Olweus Bullying Program quarters 1-4	Rock Solid Program/Respect Week (Oct. 1-5)	6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

	Quarter II	
Timeline	Big Idea Topic	Standards
3 weeks	The first Thanksgiving, harvest, and the pilgrims	6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
3 weeks	Celebrating the holidays (Christmas, Hanukkah, Kwanzaa)	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
2 week	The New Year, how we celebrate the New Year. Setting goals Climate/Winter in the United States	6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
1 week	Meet Dr. Martin Luther King Jr., sharing a dream.	6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

Quarter III		
Timeline	Big Idea Topic	Standards
2 weeks	Black history month (February.)	6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4.A.3 Determine how “fairness,” “equality,” and the “ common good ” have influenced change at the local and national levels of United States government. 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
2 weeks	President’s Day, Abe Lincoln, George Washington.	6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
2 weeks	Women’s History month (March)	6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4.A.3 Determine how “fairness,” “equality,” and the “ common good ” have influenced change at the local and national levels of United States government. 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
2 weeks	Spring, how the weather changes	6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
1 week	Map Skills	6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful

Quarter IV		
Timeline	Big Idea <i>Topic</i>	Standards
3 weeks	Caring for the Earth (Earth Day, Arbor Day), using natural resources.	6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.4.B.8 Compare ways people choose to use and divide natural resources. 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
2 weeks	Spring holidays (Memorial Day, Mother’s Day, Flag Day)	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people
2 weeks	Special People	6.1.4.A.9 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
2 weeks	Map skills	6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

Suggested days of Instruction - Q1 Weeks 1-3	Big Idea:	Topic: The School Community
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.3.4.A.1 Evaluate what makes a good rule or law.</p>	<p>Essential Questions: What makes our school a community? Why are rules and laws important?</p> <p>Enduring Understandings: Rules and laws are developed to protect people’s rights and keep us safe. As a student in the school, you must become a contributing member of the school community.</p>	<p>Learning Activities: Introduce the school as a community. When does school start? List facts about school. Discuss school as a family; create a chain of student’s names to represent our school family. Identify school workers. School rules</p> <p>Materials: Big Book pgs. 4-5 TM-T57-T58 Construction paper, markers, crayons for classroom family chain. Big Book pgs. 6-11 TM T61</p> <p>Assessment Models: Students can identify when school started. Student can describe characteristics of the classroom. Teacher observation Students can name school workers Describe worker’s jobs September theme test</p> <p>Differentiation: Draw a picture of our classroom. Enrichment: Draw and write a sentence describing our classroom.</p>

<p>Suggested days of Instruction - Q1 Week 4-6</p>	<p>Big Idea: Fall Holidays/Teamwork</p>	<p>Topic: Teamwork, Fall holidays (Columbus Day, Halloween, Election Day, Veteran’s Day).</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p>	<p>Essential Questions: What is the role of our elected officials?</p> <p>Enduring Understandings: In a democracy, individuals elect representatives to act on the behalf of the people.</p>	<p>Learning Activities: Identify and discuss advantages of working together to accomplish tasks. Create a web of activities that require teamwork. How can we use teamwork here in our classroom? Discuss seasonal changes in fall. Compare and Contrast summer and fall. Who is Christopher Columbus? Read his biography. Create a picture of Columbus’ three ships. Celebrating Halloween & Veteran’s Day Election day-have a mock election in the classroom. Create a Ballot Box to collect the votes.</p> <p>Materials: ™: 107-119 Big Book pgs. 2-3, 6-7, 8-13 Biography of Christopher Columbus (individual book) Chart paper, markers, construction paper Replication sheets of Columbus’ three ships Red Ribbon Week-Follow activities for school-wide celebration.</p> <p>Assessment Models: Teacher Observation October theme test Columbus activity.</p> <p>Differentiation: Restate and clarify directions as needed. Small group for theme test.</p>

Suggested days of Instruction: Q1 weeks 7-9	Big Idea: The Neighborhood	Topic: Neighborhood people/Community workers
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.</p>	<p>Essential Questions:</p> <p>How do maps help us to better understand our community?</p> <p>Who makes up a community and how have their roles changed over time?</p> <p>Enduring Understandings:</p> <p>Maps can help us to understand how a community is organized.</p> <p>Interactions among various institutions influence our community.</p>	<p>Learning Activities:</p> <p>Identify the people who help make a neighborhood work.</p> <p>Describe what workers and neighbors do in a neighborhood.</p> <p>Identify landmarks in a neighborhood.</p> <p>Create a chart of neighborhood workers and how they contribute to your neighborhood.</p> <p>Draw pictures and write sentences describing neighbors working together.</p> <p>Olweus Bullying Program-Students will participate in school-wide Rock Solid activities</p> <p>Use maps to identify the relative location of things and places.</p> <p>Create a map of students' neighborhood.</p> <p>Materials:</p> <p>TM T149-152</p> <p>Big Book pgs. 2-3</p> <p>Chart paper, markers</p> <p>Assessment Models:</p> <p>Teacher observation</p> <p>Completed activities</p> <p>Neighborhood map</p> <p>Differentiation:</p> <p>Create life-size neighborhood workers in small groups.</p> <p>Enrichment: using the life-size neighborhood workers, create a classroom neighborhood. Write a short sentence describing why each worker is important to the community.</p>

<p>Suggested days of Instruction: Q2 weeks 1-3</p>	<p>Big Idea: History, Culture, and Perspectives</p>	<p>Topic: The first Thanksgiving, the journey of the pilgrims, and the harvest.</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p>	<p>Essential Questions: How did the people that traveled to America impact New Jersey and our country?</p> <p>Enduring Understandings: Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p>	<p>Learning Activities: Introduce the pilgrims and their journey to the new world. Watch journey of the Mayflower to track the pilgrim's journey from England. (www.scholastic.com) Read "If you sailed on the Mayflower....") Discuss what life was like for the pilgrims in the new world and how the Native Americans helped them through their hard times. (Tie in the concept of teamwork) Identify a variety of cultural traditions as part of the American holiday Thanksgiving. Compare and contrast this to the first Thanksgiving. Discuss the harvest and different harvest foods, ex: corn, pumpkins. Make pumpkin dip as an example of the many ways pumpkins are used.</p> <p>Materials: ™ 169-177 Big Book pgs. 12-19 Chart paper, markers Laptop, projector (for watching the Voyage of the Mayflower) Ingredients for pumpkin dip</p> <p>Assessment Models: Teacher observation November theme test</p>

<p>Suggested days of Instruction: Q2 Weeks 4-6</p>	<p>Big Idea: History, Culture, and Perspectives</p>	<p>Topic: Celebrating the holidays (Christmas, Hanukkah, Kwanzaa)</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>	<p>Essential Questions: How do people celebrate and express their culture?</p> <p>Enduring Understandings: Cultures include traditions, popular beliefs, and commonly held values.</p>	<p>Learning Activities: Discuss and compare the many ways people celebrate the holiday season. Christmas, Hanukkah, Kwanzaa-give background on each holiday. Compare and contrast each holiday. Watch BrainPop Jr. video on winter holidays. Write about how each student celebrates the holiday season and have a class share. Create a “First Grade Holiday Celebration Book” (TM214) Discuss the importance of holiday lights and what the lights represent. Make candleholders using modeling materials to represent the importance of candles during the holiday season. (TM210) Make a Hanukkah Dreidel (TM211) and learn “The Dreidel Game”</p> <p>Materials: Laptop/projector for BrainPop video Modeling clay for candleholders Construction paper, writing paper, crayons, markers, pencils. Chart paper</p> <p>Assessment Models: Completed page for the “Holiday Book” December theme test</p>

<p>Suggested days of Instruction: Q2 2 weeks</p>	<p>Big Idea: Geography, People, and the Environment</p>	<p>Topic: The New Year. Celebrating the New year in different cultures. Climate/Winter</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p>	<p>Essential Questions: How does climate impact lifestyle? Enduring Understandings: The climate impact how people live.</p>	<p>Learning Activities: Discuss different ways cultures celebrate the New Year. (Chinese New Year, etc.) United Streaming Video on Chinese New Year Create goals for the New Year Winter in the United States: describe regional differences in winter weather. Watch BrainPop Jr. video on winter. Study map of United States and discuss how winter weather differences throughout areas of the United States. “What to Wear Where” game TM249, Big Book 6-7 Create a T-Chart/ Miami in the Winter/New Jersey in the Winter (enrichment activity) Draw pictures to show the difference in temperature in two different parts of the U.S. Materials: Laptop/projector for United Streaming/BrainPop videos TM 241-256 Big Book pgs. 2-9 Assessment Models: Teacher Observation January theme test Completed activities Differentiation: Small group for theme test Picture activity (see above) Enrichment: T-Chart activity (see above)</p>

<p>Suggested days of Instruction: Q2 - 1 week</p>	<p>Big Idea: Civics, Government, and Human Rights</p>	<p>Topic: Dr. Martin Luther King Jr.</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>	<p>Essential Questions: In what ways did Dr. Martin Luther King impact our world?</p> <p>Enduring Understandings: People can make our world a better place.</p>	<p>Learning Activities: Identify Martin Luther King Jr. as an important historical figure. Read biography of Martin Luther King Jr. Watch BrainPop Jr. video/YouTube video “I Have A Dream” speech Create “Dream Mobile” Understanding equality-Discuss what “equality” means, compare and contrast life then and now and how Dr. King made a difference.</p> <p>Materials: Big Book pgs. 10-13 ™ 257-261 Laptop/projector Chart paper, markers Dream Mobile materials</p> <p>Assessment Models: Completed “Dream Mobile” Teacher Observation Venn Diagram to compare life then and now</p> <p>Differentiation: Dream Mobile draw pictures/write sentences on dreams students have for the world.</p>

<p>Suggested days of Instruction Q3 Weeks 1-2</p>	<p>Big Idea: Black History Month</p>	<p>Topic: Important Black Americans: MLK, Harriet Tubman, Ruby Bridges, Rosa Parks, Mae Jemison, Jackie Robinson, etc.)</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</p> <p>6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>Essential Questions: Why is equality so important? How can an individual promote equality and fairness?</p> <p>Enduring Understandings: American is based on fairness, and equality.</p>	<p>Learning Activities: Introduce important figures to recognize during Black History Month (Dr. Martin Luther King Jr., Mae Jemison, Rosa Parks, Harriet Tubman, Ruby Bridges, etc.) Discuss the contributions of these famous figures in our history. Create a class book on Famous Black Americans. United Streaming Video BrainPop Video on Harriet Tubman “Escape North: The story of Harriet Tubman” by Monica Kulling Harriet Tubman resources from www.mrsmcgowan.com (February) Harriet Tubman timeline Map and route of underground railroad Rosa Parks- Online interview with Ruby Bridges www.pbs.org/newshour Rosa Parks: Watch BrainPop Jr. video on Rosa Parks Online profile “A Woman Who Changed a Nation” Assessment Models: Teacher Observation, Completed class book Materials: Laptop/projector Book-”Escaping North” Materials for class book paper, pencils, research information on famous Black Americans. Differentiation: Small group work when completing class book. Enrichment: Students will use computers to research information on Black History Month and write a few sentences explaining what they learned.</p>

<p>Suggested days of Instruction Q3 Weeks 3-4</p>	<p>Big Idea: History, Culture, and Perspectives</p>	<p>Topic: President’s Day George Washington and Abraham Lincoln Washington D.C.</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p>	<p>Essential Questions: How did past leaders help to develop our country?</p> <p>Enduring Understandings: Important people helped to develop the country.</p>	<p>Learning Activities: Identify the importance of George Washington and Abraham Lincoln. Recall facts to support idea of George Washington’s importance of the founding of our country. Read biography of George Washington. BrainPop Jr. video on George Washington Complete “I’d Make a Good President” activity (TM 298) State the importance of Abraham Lincoln’s life to the United States. Students can create small log cabins to represent where Abraham Lincoln was born. Read “Who Was Abraham Lincoln?” Compare and Contrast Washington D.C. long ago to today. Show students images of important monuments in Washington D.C. (The White House, Lincoln Memorial, The Washington Monument) Read Big Book pgs. 8-13 to show Washington D.C. long ago and today. ™ 301-302 Create a Venn Diagram to compare and contrast Washington D.C. long ago and today. Display President’s Day Virtual Museum for Primary Students www.score.rims.k12.ca.us/activity/presidentsday</p> <p>Assessment Models: Teacher Observation Completed “I’d Make a Good President” activity</p> <p>Differentiation: Restate and clarify directions as needed. Small group to complete activities.</p>

<p>Suggested days of Instruction Q 3 Weeks 5-6</p>	<p>Big Idea: Civics, Government, and Human Rights</p>	<p>Topic: Celebrating Famous Women in History</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>Essential Questions: Why is equality so important? How can an individual promote equality and fairness?</p> <p>Enduring Understandings: American is based on fairness, and equality.</p>	<p>Learning Activities: Introduce March as Women’s History Month. Each week throughout the month of March, introduce a famous woman who has contributed to our world. Suggested Women: Cleopatra, Amelia Earhart, Betsy Ross, Mae Jemison, Sacagawea, etc. Website: Encyclopedia of Famous Women www.mrsmcgowan.com/march</p> <p>Students will create a book on Famous Women in History, showcasing four famous women.</p> <p>Assessment: Completed book Teacher observation</p> <p>Materials: Information on each of the four women for the Women in History book. Rubric for grading completed book</p> <p>Differentiation: Small groups to complete book. Restate and clarify directions as needed.</p>

<p>Suggested days of Instruction Q3 Weeks 7-8</p>	<p>Big Idea: Geography, People, and the Environment</p>	<p>Topic: Changing of the seasons from winter to spring</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p>	<p>Essential Questions: How does geography affect the way people live?</p> <p>Enduring Understandings: Understands that the environment shapes the way people live.</p>	<p>Learning Activities: Identify seasons and their effects on people and the local environment. Create a concept web about spring. Discuss the importance of rainfall to animals, plants, and humans. Read Big Book pgs. 8-9 “We Need Rain” Track rainfall nationally (TM 348) Use newspapers and other sources to study rainfall nationally. Read Big Book pgs. 10-11 and study the amount of rain different parts of the United States. Students will write or draw on different ways rain helps our environment.</p> <p>Assessment Models: Teacher observation Writing assignment</p> <p>Materials: Use of internet, newspapers Big Book Teacher Manuel Writing paper, chart paper, markers</p> <p>Differentiation: Restate and clarify directions as needed Small group to complete writing activity Enrichment: Students can track rainfall in New Jersey throughout the month of March</p>

<p>Suggested days of Instruction Q 3 Week 9</p>	<p>Big Idea: Geography, People, and the Environment</p>	<p>Topic: Map Skills</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful</p>	<p>Essential Questions: What are maps and why do we need them? What are tools needed to read a map?</p> <p>Enduring Understandings: Maps can be used to describe places we live.</p>	<p>Learning Activities: Study a neighborhood map and locate the map key. **Use online resources to find a map appropriate for the class. Discuss the importance of using a map key when trying to read a map and what the map key symbols stand for. Introduce the compass rose as a tool for determining north, south, east, and west. Practice using the compass rose and map key to locate areas and places on the neighborhood map. Students will work in flexible groups to make a map of the classroom. The map will include a map key and compass rose.</p> <p>Assessment Models: Teacher observation Completed classroom map</p> <p>Materials: Neighborhood map for whole group practice. Materials for constructing a classroom map.</p> <p>Differentiation: Restate and clarify directions as needed. Flexible groups for completing classroom map.</p>

<p>Suggested days of Instruction: Q 4 Weeks 1-3</p>	<p>Big Idea: Caring for the Earth</p>	<p>Topic: Earth day, Arbor Day, and Natural resources</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.4.B.8 Compare ways people choose to use and divide natural resources. 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p>	<p>Essential Questions: What are our local natural resources and how do we use them? Why is important to protect our natural resources?</p> <p>Enduring Understandings: People use the land and its natural resources to live. Natural resources are limited</p>	<p>Learning Activities: Identify materials from the Earth necessary to meet our basic needs. Read Big Book pgs. 2-3 Using chart paper, list the materials we receive from Earth. Watch BrainPop Jr. video on Natural Resources. Introduce the concept of Needs vs. Wants Students will work in small groups to create a picture showing needs and wants. Students will use magazine pictures for activity. (TM382) Earth Day: List ways to care for the Earth and explain the importance of Earth Day. As a classroom activity: For the day, spend the day conserving energy. Keep the classroom lights off, use front and back of pieces of paper, etc. Make Happy Earth (using paper plates, blue paint, eyes, and construction paper) and write a few sentences on ways to care for Earth. Introduce Reduce, Reuse, and Recycle. Watch BrainPop Jr. video on Earth Day. Read Big Book pgs. 8-9 Arbor Day: Create a web all about trees and make a list of all the ways people use trees such as for shade, for wood, to beautify yards, for food, etc. Discuss how planting trees can be a gift for the Earth. Create a tree graph-students will walk around the school building and record the number of trees on the school ground. Graph information. (TM 403 Read Big Book (April) pgs. 14-15 Show students Arbor Day Foundation website.</p>

		<p>www.arboday.org</p> <p>Assessment Models: Teacher Observation Completed Activities April Theme Test</p> <p>Materials: Laptop/projector Arts and crafts materials for Happy Earth (paper plates, pipe cleaners, paint) Graph paper for Tree Graph</p> <p>Differentiation: Small group work for activities Draw or write different ways to care for the Earth</p> <p>Enrichment: Students will create new inventions using recycled materials and present to the class.</p>
--	--	--

Suggested days of Instruction: Q4 Weeks 4-6	Big Idea: History, Culture, and Perspectives	Topic: Memorial Day, Flag Day, Mother's Day
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people	<p>Essential Questions: How do we honor our American heritage? How do we honor people and events in our country's history?</p> <p>Enduring Understandings: Our country is made up of many different people and cultures.</p>	<p>Learning Activities: Discuss diversity of roles mothers can undertake. Read "A Salute to Mothers" Big Book pg. 6-7 TM 433 Invite students to tell about their moms or someone else who cares for them. Students will create a card for mom or caregiver using three words to describe them. Memorial Day: Describe the purpose of this national holiday. Read "Memorial Day" poem by Marci Ridlon (Big Book pg. 16) TM 453 Discuss how communities celebrate Memorial Day such as flags, parades, costumes, or fireworks. Read book "Memorial Day" Online resources for Memorial Day activities www.educationworld.com Read "Memorial Day" (true books) Create stick flag activity www.enchantedlearning.com Flag Day: Identify United States flag as a symbol of our country. Read Big Book pgs. 4-5/TM 477 Design your own flag activity TM 479 Read "The History of Flag Day" www.USFlag.org Activity: Flag assembly line TM 482</p>

		<p>Assessment Models: Teacher Observation Completed Activities May Theme Test</p> <p>Materials: Big Book May/June Materials for stick flag and flag assembly line (straw, construction paper, crayons) Laptop/Projector</p> <p>Differentiation: Small groups to complete activities Enrichment: My own flag activity™ 480 Students will design and write what their family flag and motto would be.</p>
--	--	--

<p>Suggested days of Instruction Q4 Weeks 7-8</p>	<p>Big Idea: Civics, Government, and Human Rights</p>	<p>Topic: Discuss Ghandi, Clara Barton, doctors, firefighters, Ben Franklin, and teachers</p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>6.1.4.A.9 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.12 Explain the process of creating change at the local, state, or national level.</p>	<p>Essential Questions: What makes a good citizen?</p> <p>Enduring Understandings: Individuals make the community stronger when they are good citizens.</p>	<p>Learning Activities: Identify individuals who cared about others and worked for freedom. Read Big Book pgs. 8-9 and introduce students to the following people: Clara Barton, Rosa Parks, Ghandi, and Ben Franklin. Explain how these individuals worked to make our country great. Create a chart on ways people can be honored for their deeds. Read “We Honor People” Big Book pgs. 10-11 ™ 441 Study national monuments designed to honor people and their deeds. (Statue of JFK, Vietnam Veteran’s Memorial, Statue of Paul Revere, etc.) Using laptop/projector to show images of national monuments. Activity: Ask children to write about why monuments are built to honor people.</p> <p>Assessment Models: Teacher Observation Completed writing piece</p> <p>Materials: Big Book (May/June) Laptop/projector</p> <p>Differentiation: Restate and clarify directions as needed Enrichment: Students can choose a special person in their life and design a monument to honor that person.</p>

Suggested days of Instruction Weeks 8-9	Big Idea: Geography, People, and the Environment	Topic: Practicing map skills
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p>	<p>Essential Questions: Why is understanding how to read maps important? Why would recognizing and understanding map features be important?</p> <p>Enduring Understandings: Maps help us to better understand our community and our world.</p>	<p>Learning Activities: Distinguish between land and water on maps and globes Identify world map and locate continents and oceans Display world map for students. Big Book pgs. 2-3 TM 425 Practice using the world map to locate simple places, such as states and oceans. Show students a globe and remind students that a globe is a model of the world-Earth and that we live on the planet Earth. Introduce the students to the seven continents on the world map. Show how the world is made up of land and water. Watch BrainPop Jr. video (Continents and Oceans) Activity: Map Skills-Read a World Map Skill master 10 Create a Venn Diagram to compare and contrast a map and a globe.</p> <p>Assessment Models: Teacher observation Skill master activity Venn Diagram activity</p> <p>Materials: World Map, Big Book (May) Skill master 10 Laptop/projector Chart paper for Venn Diagram</p> <p>Differentiation: Small group work to complete Skill master 10 Enrichment: Students will write about what continent they would like to visit. Write about what they would do there and describe their experience.</p>