Pacing Guide For Social Studies Curriculum

Grade 1st

Topic	Marking Period	Number of Days
Civics, Government and Human Rights: Civics and Political Institutions	MP1	10 days
Civics, Government and Human Rights: Participation and Deliberation	MP2	5 days
Civics, Government and Human Rights: Democratic Principles	MP2	10 days
Civics, Government and Human Rights: Processes and Rules	MP1	10 days
Geography, People and the Environment: Human Population Patterns	MP3	5 days
Geography, People and the Environment: Spatial Views of the World	MP3	5 days
Geography, People and the Environment: Global Interconnections	MP3	5 days
Economics, Innovation and Technology: Economic Ways of Thinking	MP4	5 days
Economics, Innovation and Technology: Exchange and Markets	MP4	5 days
Economics, Innovation and Technology: National Economy	MP4	2 days
Economics, Innovation and Technology: Global Economy	MP4	2 days
History, Culture and Perspectives: Continuity and Change	MP2	5 days
History, Culture and	MP2	5 days

Perspectives: Understanding Perspectives		
History, Culture and Perspectives: Historical Sourcing and Evidence	MP2	5 days
History, Culture and Perspectives: Claims and Argumentation	MP2	5 days
Civics, Government and Human Rights: Participation and Deliberation	MP2	5 days
Civics, Government and Human Rights: Global Interconnection	MP2	5 days

Grade: 1st grade

Standard: 6.1.2	**Content Topic:** Civics, Government, and Human Rights: Civics and Political Institution

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics DP.1	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	Explain how the national symbols reflect on American values and principles.	● Read aloud of American Symbols (Statue of Liberty, Bald Eagle, Flag), Discussion, Students respond to true/false questions, complete drag/drop google slides activities
6.1.2.Civics DP.2	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities	● Read aloud of Lesson 1 (Rules), Lesson 2 (Laws), Lesson 3 (Respect & Responsibility), Lesson 4 (Choices We Make). Discussion. Students will assist in creating anchor charts. Students will do a "hula hoop" venn diagram on the floor to show the difference between rules/laws. Students will participate in role playing activities to discuss respectful choices to make in certain situations. Students will turn/talk to share if the situation presents a good choice/bad choice and explain reasons why. ● Read Aloud Our Class is a Family. Discussion. Students will create a flip book to highlight their class, school, teacher, friends. ● Read Aloud Back to School Rules by Laurie Friedman. Allow for student discussion-create class contract and have

			students sign
6.1.2.Civics DP3	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.	1st Grade - Little Social Studies Thinkers - Unit 3 - Holidays Around the World Students will visit specific countries (via Google Slides) and learn how the people celebrate the winter holidays. Students will learn about specific foods, clothing and other aspects that make their holiday unique to them. Students will create a craft that is special to that culture. Students will respond to discussion questions. Students will answer true/false questions to show understanding

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
True/False question format in activity booklet Discussion/student participation Writing to identify new schema learned	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	K/1 - Little Social Studies Thinkers - Mini Unit - America - Lesson 2 - American Symbols 1st Grade - Little Social Studies Thinkers - Unit 1 - Responsible Citizenship Our Class is a Family by Shannon Olsen Back to School Rules by Laurie Friedman Scholastic News articles - thematic news articles 1st Grade - Little Social Studies Thinkers - Unit 3 - Holidays Around the World

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
-Google Slides presentation - read alouds -Google Slides activities for rules/laws	Writing Art - class crafts to go along with holiday unit

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 6.1.2	**Content Topic:** Civics, Government and Human Rights: Participation and

	Deliberation

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics PD.1	When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions	During election years, greater emphasis is placed on voting processes that take place. - Scholastic News articles
6.1.2.Civics PD.2	When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard	Establish a process for how individuals can effectively work together to make decisions	Read AloudBack to School Ruleby Laurie Friedman. Allow for student discussion- create class contract and have students sign

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	1st Grade - Little Social Studies Thinkers - Unit 1 - Responsible Citizenship Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

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		Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard:6.1.2	**Content Topic:** Civics, Government and Human Rights: Democratic Principles

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6.1.2.Civics DP.1	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	Explain how national symbols reflect on American values and principles	Read aloud of American Symbols (Statue of Liberty, Bald Eagle, Flag), Discussion, Students respond to true/false questions, complete drag/drop google slides activities
6.1.2.Civics DP.2	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities	Read aloud of Lesson 1 (Rules), Lesson 2 (Laws), Lesson 3 (Respect & Responsibility), Lesson 4 (Choices We Make). Discussion. Students will assist in creating anchor charts. Students will do "hula hoop" venn diagram on the floor to show the difference between rules/laws. Students will participate in role playing activities to discuss respectful choices to make in certain situations. Students will turn/talk to share if situation presents a good choice/bad choice and explain reasons why.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 6.1.2	**Content Topic:** Civics, Government, and Human Rights: Processes and Rules

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics PR.1	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	Determine what makes a good rule or law	Read aloud of Lesson 1 (Rules), Lesson 2 (Laws), Students will assist in creating anchor charts. Students will do "hula hoop" venn diagram on the floor to show difference between rules/laws.
6.1.2.Civics PR.2	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities	Read Aloud Back to School Rules by Laurie Friedman. Allow for student discussion- create class contract and have students sign
6.1.2.Civics PR.3	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	Analyze classroom rules and routines and describe how they are designed to benefit the common good.	Read Aloud Our Class is a Family. Discussion. Students will create a flip book to highlight their class, school, teacher, friends.
6.1.2.Civics PR.4	Processes and rules should be fair, consistent, and respectful of the human rights of all people.	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.	Read aloud of Lesson 1 (Rules), Lesson 2 (Laws), Lesson 3 (Respect & Responsibility), Lesson 4 (Choices We Make). Discussion. Students will assist in creating anchor charts. Students will do "hula hoop" venn diagram on the floor to show difference between rules/laws. Students will participate in role playing activities to discuss respectful choices to make in certain situations. Students will turn/talk to share if situation presents a good choice/bad choice and explain reasons why.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook	Our Class is a Family by Shannon Olsen

	pages	Back to School Rules by Laurie Friedman 1st Grade - Little Social Studies Thinkers - Unit 1 - Responsible Citizenship Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

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-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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	CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 6.1.2	**Content Topic:** Geography, People, and the Environment: Human Population Patterns

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.GeoPP.1	Physical and human characteristics affect where people live (settle)	Explain the different physical and human characteristics that might make a location a good place to live (e.g, landforms, climate and weather, resource availability)	Little Social Studies Thinkers - Unit 5 - Geography. Lesson 3: MANMADE STRUCTURES Lesson 4: LANDFORMS Lesson 5: BODIES OF WATER Lesson 6: MAKING A MAP Lesson 7: OUR CONTINENTS Lesson 8: OUR OCEANS Read aloud Google Slides books and allow for student discussion. Students will participate in discussion opportunities, respond to true/false prompts, create maps, to show understanding.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	Little Social Studies Thinkers, Unit 5 - Geography

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

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-more white space -visual aids	ELL--Pre-teach -Non-linguistic cues	Use of educational websites http://www.adifferentplace.org/index.

-audiobooks -small group instruction -graphic organizers -chunk content -multimodal	-Sentence frames -Visual aids -Manipulatives -Graphic organizers	html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard: 6.1.2	**Content Topic:** Geography, People, and the Environment: Spatial Views of the World

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Geo.SV.1	A map is a symbolic representation of selected characteristics of a place	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)	Little Social Studies Thinkers - Unit 5 - Geography. Lesson 3: MANMADE STRUCTURES Lesson 4: LANDFORMS Lesson 5: BODIES OF WATER Lesson 6: MAKING A MAP Lesson 7: OUR CONTINENTS Lesson 8: OUR OCEANS Read aloud Google Slides books and allow for student discussion. Students will participate in discussion opportunities, respond to true/false prompts, create maps, to show understanding.
6.1.2.Geo.SV.2	A map is a symbolic representation of selected characteristics of a place	Describe how maps are created for a specific purpose (e.g, school fire-drill map, route from home to school, learning centers in a classroom)	Little Social Studies Thinkers - Unit 5 - Geography. Lesson 3: MANMADE STRUCTURES Lesson 4: LANDFORMS Lesson 5: BODIES OF WATER Lesson 6: MAKING A MAP Lesson 7: OUR CONTINENTS Lesson 8: OUR OCEANS Read aloud Google Slides books and allow for student discussion. Students will participate in discussion opportunities, respond to true/false prompts, create maps, to show understanding.
6.1.2.Geo.SV.3	A map is a symbolic representation of selected characteristic of a place	Identify and describe the properties of a variety of maps and globes (e.g, title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic)	Little Social Studies Thinkers - Unit 5 - Geography. Lesson 3: MANMADE STRUCTURES Lesson 4: LANDFORMS Lesson 5: BODIES OF WATER Lesson 6: MAKING A MAP

			Lesson 7: OUR CONTINENTS Lesson 8: OUR OCEANS Read aloud Google Slides books and allow for student discussion. Students will participate in discussion opportunities, respond to true/false prompts, create maps, to show understanding.
6.1.2.Geo.SV.4	Geographic data can be used to identify cultural and environmental characteristics of places	Identify examples of geospatial data (e.g. landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought)	Little Social Studies Thinkers - Unit 5 - Geography. Lesson 3: MANMADE STRUCTURES Lesson 4: LANDFORMS Lesson 5: BODIES OF WATER Lesson 6: MAKING A MAP Lesson 7: OUR CONTINENTS Lesson 8: OUR OCEANS Read aloud Google Slides books and allow for student discussion. Students will participate in discussion opportunities, respond to true/false prompts, create maps, to show understanding.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	1st Grade - Little Social Studies Thinkers - Unit 5 - Geography Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids	ELL--Pre-teach -Non-linguistic cues	Use of educational websites http://www.adifferentplace.org/index.

-audiobooks -small group instruction -graphic organizers -chunk content -multimodal	-Sentence frames -Visual aids -Manipulatives -Graphic organizers	html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard: 6.1.2	**Content Topic:** Geography, People and the Environment: Global Interconnections

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.GeoGL.1	Global interconnections occur between human and physical systems across different	Explain why and how people, goods, and ideas move from place to place	UNIT 4: COMMUNITY ECONOMICS

	regions of the world.		Lesson 4: GOODS AND SERVICES Read and discuss PPT/Google Slide presentation. Students will collaborate with classmates to discuss (think-pair-share) and respond to T/F and open ended questions
6.1.2.GeoGL.2	Global interconnections occur between human and physical systems across different regions of the world.	Use technology to understand the culture and physical characteristics of regions	Utilize Google Earth to locate regions in conjunction with Holidays Around the World Unit (Nat Geo Kids Destination Worlds)

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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Standard: 6.1.2	**Content Topic:** Economics, Innovation and Technology: Economic Ways of Thinking

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.EconET.1	Individuals make decisions based on their needs, wants, and the availability of resources	Explain the difference between needs and wants	UNIT 4: COMMUNITY ECONOMICS Lesson 3: WANTS AND NEEDS Read aloud and discuss PPT/Google Slides activity and allow students to collaborate to share findings. Students will respond to T/F and open ended questions. Students will also work on needs/wants ideas by locating items in catalogs and cut/paste to show understanding
6.1.2.EconET.2	Individuals make decisions based on their needs, wants and the availability of resources	Cite examples of choices people make when resources are scarce	UNIT 4: COMMUNITY ECONOMICS Lesson 7: SUPPLY AND DEMAND Lesson 8: MONEY CHOICES

			Lesson 9: COMMUNITY ECONOMICS AND THE FLOW OF MONEY Read aloud and discuss PPT/Google Slides activity and allow students to collaborate to share findings. Students will respond to T/F and open ended questions.
6.1.2.EconET.3	Limited resources influence choices	Describe how supply and demand influence price and output of products	UNIT 4: COMMUNITY ECONOMICS Lesson 6: PRODUCERS AND CONSUMERS Lesson 7: SUPPLY AND DEMAND Lesson 8: MONEY CHOICES Lesson 9: COMMUNITY ECONOMICS AND THE FLOW OF MONEY Read aloud and discuss PPT/Google Slides activity and allow students to collaborate to share findings. Students will respond to T/F and open ended questions.
6.1.2.EconET.4	Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g, saving, spending, acquiring debt, investing)	Explain the impact that decisions about savings, debt, and investment can have on individuals's lives	UNIT 4: COMMUNITY ECONOMICS (Little Social Studies Thinkers) Lesson 8: MONEY CHOICES Lesson 9: COMMUNITY ECONOMICS AND THE FLOW OF MONEY Lesson 10: SPENDING AND SAVING CRAFTIVITY

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	1st Grade - Little Social Studies Thinkers - Unit 4 - Economics Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 6.1.2	**Content Topic:** Economics, Innovation and Technology: Exchange and Markets

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.EconEM.1	Goods and services are produced and exchanged in multiple ways	Describe the skills and knowledge required to produce specific goods and services	UNIT 4: COMMUNITY ECONOMICS - Little Thinkers Social Studies Lesson 4: GOODS AND SERVICES Read and discuss PPT/Google Slide presentation. Students will collaborate with classmates to discuss (think-pair-share) and respond to T/F and open ended questions
6.1.2.EconEM.2	Goods and services are produced and exchanged in multiple ways	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities	UNIT 4: COMMUNITY ECONOMICS - Little Thinkers Social Studies Lesson 6: PRODUCERS AND CONSUMERS Read and discuss PPT/Google Slide presentation. Students will collaborate with classmates to discuss (think-pair-share) and respond to T/F and open ended questions
6.1.2.EconEM.3	Good and services are produced and exchanged in multiple ways	Identify the ways in which people exchanged goods and services today, and in the past (e.g, purchase, borrow, barter)	UNIT 2: FAMILIES, LONG AGO AND TODAY Lesson 1: PAST, PRESENT, AND FUTURE Lesson 2: LEARNING ABOUT THE PAST Lesson 3: LIFE LONG AGO & LIFE TODAY: HOMES, CLOTHES, TRANSPORTATION Lesson 4: LIFE LONG AGO & LIFE TODAY: FOOD, ENTERTAINMENT, TECHNOLOGY Lesson 5: LIFE LONG AGO & LIFE TODAY: SCHOOLS AND THE ROLES OF WOMEN

			Lesson 6: LIFE LONG AGO & LIFE TODAY: FAMILIES AND COMMUNITIES

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	1st Grade - Little Social Studies Thinkers - Unit 4 - Economics 1st Grade - Little Social Studies Thinkers Unit 2- Families Long Ago and Today Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard: 6.1.2	**Content Topic:** Economics, Innovation and Technology: National Economy

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Econ NE.1	The availability of resources influences current and future economic conditions	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions	UNIT 4: COMMUNITY ECONOMICS Lesson 5: NATURAL RESOURCES Read and discuss PPT/Google Slide presentation. Students will collaborate with classmates to discuss (think-pair-share) and respond to T/F and open ended questions
6.1.2.Econ NE.2	Governments play an economic role in the lives of individuals and communities	Describe examples of goods and services that governments provide	UNIT 4: COMMUNITY ECONOMICS - Little Thinkers Social Studies Lesson 4: GOODS AND SERVICES Read and discuss PPT/Google Slide presentation. Students will collaborate with classmates to discuss (think-pair-share) and respond to T/F and open ended questions

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	1st Grade - Little Social Studies Thinkers - Unit 4 - Economics Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Literacy Life and Career Skills	CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 6.1.2	**Content Topic:** History, Culture and Perspectives: Continuity and Change

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History CC.2	Historical timelines put events in chronological order to help people understand the past	Use a timeline of important events to make inferences about the "big picture" of history	UNIT 2: FAMILIES, LONG AGO AND TODAY Lesson 1: PAST, PRESENT, AND FUTURE Lesson 2: LEARNING ABOUT THE PAST Read and discuss PPT/Google Slide presentation. Students will collaborate with classmates to discuss (think-pair-share) and respond to T/F and open ended questions
6.1.2.History CC.3	Understanding the past helps to make sense of the present	Make inferences about how past events, individuals, and innovations affect our current lives	UNIT 2: FAMILIES, LONG AGO AND TODAY Lesson 1: PAST, PRESENT, AND FUTURE Lesson 2: LEARNING ABOUT THE PAST Read and discuss PPT/Google Slide presentation. Students will collaborate with classmates to discuss (think-pair-share) and respond to T/F and open ended questions

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	1st Grade - Little Social Studies Thinkers - Unit 2- Families Long Ago and Today Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.

Information Literacy Media Literacy ICT Literacy Life and Career Skills	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 6.1.2	**Content Topic:** History, Culture and Perspectives: Understanding Perspectives

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History UP.2	Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures	Use evidence to demonstrate how an individual's beliefs, values and traditions may change and / or reflect more than one culture	UNIT 2: FAMILIES, LONG AGO AND TODAY - LIttle Thinkers Social Studies Lesson 9: FAMILY AND CULTURAL TRADITIONS Lesson 10: FAMILY OR PERSONAL TRADITIONS CRAFTIVITY Read and discuss PPT/Google Slide presentation. Students will collaborate with classmates to discuss (think-pair-share) and respond to T/F and open ended questions. Students will complete Family Tradition craft with their families to talk about customs

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	1st Grade - Little Social Studies Thinkers - Unit 2- Families Long Ago and Today Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard: 6.1.2	**Content Topic:** History, Culture, and Perspectives: Historical Sourcing and Evidence

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History SE.1	The nature of history involves stories of the past preserved in a variety of sources	Use examples of regional folk heroes, stories, and / or songs and make inferences about how they have contributed to the development of a culture's history	Discuss Johnny Appleseed, Daniel Boone, Sacagawea, Molly Pitcher, Pocahontas Read background information and the impact they made on society.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Scholastic News articles comprehension check printables	Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking

		in your classroom.

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Standard: 6.1.2	**Content Topic:** History, Culture, and Perspectives: Claims and Argumentation

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History CA.1	Historians create arguments outlining ideas or explanations based on evidence	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally)	UNIT 2: FAMILIES, LONG AGO AND TODAY - Little Thinkers Social Studies Lesson 6: LIFE LONG AGO & LIFE TODAY: FAMILIES AND COMMUNITIES Read and discuss PPT/Google Slide presentation. Students will collaborate with classmates to discuss (think-pair-share) and respond to T/F and open ended questions

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	1st Grade - Little Social Studies Thinkers - Unit 2- Families Long Ago and Today Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Information Literacy Media Literacy ICT Literacy Life and Career Skills	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 6.3	**Content Topic:** Civics, Government and Human Rights: Participation and Deliberation

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.2.CivicsPD.1	When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard	With adult guidance and support, bring awareness of a local issue to school and / or community members and make recommendations for change	Discuss and participate in Thanksgiving Food Drive, Holiday Giving Tree, etc.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit workbook pages	1st Grade - Little Social Studies Thinkers - Unit 3- Holidays Around the World Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space	ELL--Pre-teach	Use of educational websites

-visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	-Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard: 6.3	**Content Topic:** Geography, People and the Environment: Global Interconnections

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.2.GeoGI.1	Global interconnections occur between human and	Investigate a global issue such as climate change, its	Discuss Earth Day.

	physical systems across different regions of the world	significance, and share information about how it impacts different regions around the world	Complete Craft where students write/draw ways they can help take care of the earth. Read aloud (youtube videos) Earth Day books - It's Earth Day (Mercer Mayer) Mrs. Fox's Class Goes Green (Anne Kennedy)

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions	It's Earth Day (Mercer Mayer) Mrs. Fox's Class Goes Green (Anne Kennedy) Scholastic News articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Google Slides	Speaking and Listening Art Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Content Topic: Amistad

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
The history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people	https://www.tolerance.org/classroom-resources/tolerance-lessons/trading-cards-that-honor-true-greatness https://colorfulpages.org/2019/02/26/colorful-pages-lesson-plan-grace-for-president/

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions	Trading Cards that Honor True Greatness Grace For President

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Researching True Leaders	ELA

	Art

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Content Topic: Holocaust

Disciplinary Core Ideas / Essential Statement /	Practices / Skills & Lesson

Objective	
People are different, and those differences make us special Students should be able to: 1. Demonstrate an understanding of the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc. 2. Demonstrate an understanding that each one of us is unique and special. 3. Compare and contrast self to others. 4. Demonstrate that s/he recognizes and can list differences in people. 5. Explain how each difference in people potentially enriches all people. 6. Demonstrate that s/he recognizes the things all of us share in common. 7. Demonstrate an understanding of the concepts of respect, trust, and caring. 8. Apply concepts of respect, trust, and caring to self and others. 9. Demonstrate an understanding of how words can hurts us or can make us feel good. 10. Demonstrate an understanding that your words and your behavior affect you and others. 11. Demonstrate an understanding of why we have rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhood. 12. Demonstrate an understanding that sometimes a rule is not a good rule and that there are ways that we can work together to change it. 13. Explain what a bully is and how a bully acts. 14. Explain what a friend is and how a friend acts.	https://www.nj.gov/education/holocaust/curriculumn/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions	Stepping Stones The Colors of Us by Karen Katz All Kinds of Children by Norma Simon Loveable Lyle by Bernard Waber

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Slides presentation	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks	ELL--Pre-teach -Non-linguistic cues -Sentence frames	Use of educational websites http://www.adifferentplace.org/index.html

-small group instruction -graphic organizers -chunk content -multimodal	-Visual aids -Manipulatives -Graphic organizers	This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Content Topic: Diversity and Inclusion

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all	-Holidays around the world (diversity) -Unique Traits / Characteristics -Respecting other's Differences / Personal boundaries -Every person has a place

students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.	

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Slides presentation - read alouds	KWL Group work observations/discussions	-Little Social Studies Thinkers -Stand Tall by Molly Lou -Susan Laughs by Jeanne Wills -All are Welcome by Alexandra Penfold -Don't Hug Doug (He doesn't like it) by Carrie Finison -We Laugh Alike / Juntos nos reimos by Carmen Bernier-Grand -The Crayon Box that Talked by Shane Derolf -Fur is only Fur Deep by Julia Schettler

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
chromebooks	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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