Pacing Guide For Social Studies Curriculum

Grade K-2

Topic	Marking Period	Number of Days
Civics, Government and Human Rights: Civics and Political Institutions	Kinder- MP 4 Grade 1- MP 1 Grade 2- MP 1	Kinder- 3 days Grade 1- 10 days Grade 2- 8 days
Civics, Government and Human Rights: Participation and Deliberation	Grade 1- MP 2 Grade 2- MP 1	Grade 1- 5 days Grade 2- 8 days
Civics, Government and Human Rights: Democratic Principles	Kinder- MP 4 Grade 1- MP 2	Kinder- 1 day Grade 1- 10 days
Civics, Government and Human Rights: Processes and Rules	Kinder- MP 1 Grade 1- MP1 Grade 2- MP 1	Kinder-10-12 days Grade 1- 10 days Grade 2- 7 days
Civics, Government and Human Rights: Civic Mindedness	Kinder- MP 2 Grade 2- MP 1	Kinder- 10-12 days Grade 2- 5 days
Geography, People and the Environment: Human Population Patterns	Grade 1- MP 3	Grade 1- 5 days
Geography, People and the Environment: Spatial Views of the World	Kinder- MP 4 Grade 1- MP 3	Kinder- 10-12 days Grade 1- 5 days
Geography, People and the Environment: Human Environment Interaction	Kinder- MP 3 Grade 2- MP 2	Kinder- 7 days Grade 2- 5 days
Geography, People and the Environment: Global Interconnections	Kinder- MP 2 Grade 1- MP 3 Grade 2- MP 2	Kinder- 8 days Grade 1- 5 days Grade 2- 10 days
Economics, Innovation and Technology: Economic Ways of Thinking	Kinder- MP 3 Grade 1- MP 4 Grade 2- MP 2	Kinder-2 days Grade 1- 5 days Grade 2- 5 days
Economics, Innovation and Technology: Exchange and Markets	Kinder- MP 3 Grade 1- MP 4	Kinder-2 days Grade 1- 5 days
Economics, Innovation and Technology: National Economy	Kinder- MP 3 Grade 1- MP 4	Kinder- 1 day Grade 1- 2 days
Economics, Innovation and Technology: Global Economy	Grade 1- MP 4 Grade 2- MP 3	Grade 1- 2 days Grade 2- 11 days
History, Culture and Perspectives: Continuity and Change	Grade 2- MP 4	Grade 2- 8 days

History, Culture and Perspectives: Understanding Perspectives	Grade 1- MP 2 Grade 2- MP 4	Grade 1- 5 days Grade 2- 8 days
History, Culture and Perspectives: Historical Sourcing and Evidence	Kinder- MP 4 Grade 1- MP 2 Grade 2- MP 4	Kinder- 1 day Grade 1- 5 days Grade 2- 5 days
History, Culture and Perspectives: Claims and Argumentation	Grade 1- MP 2	Grade 1- 5 days
Civics, Government and Human Rights: Participation and Deliberation	Kinder- MP 2 Grade 1- MP 2 Grade 2- MP 1,2	Kinder- 10 days Grade 1- 5 days Grade 2- 5 days
Geography, People and the Environment: Global Interconnections	Kinder- MP 4 Grade 1- MP 2 Grade 2- MP 3	Kinder- 5 days Grade 1- 5 days Grade 2- 10 days
Amistad	Kinder- MP 4 Grade 1- MP 4 Grade 2- MP 4	Kinder- 5 days Grade 1- 5 days Grade 2- 5 days
Holocaust	Kinder- MP 4 Grade 1- MP 4 Grade 2- MP 4	Kinder- 5 days Grade 1- 5 days Grade 2- 5 days
Diversity and Inclusion	Kinder- MP 1-4 Grade 1- MP 1-4 Grade 1- MP 1-4	Kinder- 20 days Grade 1- 20 days Grade 2- 20 days

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

Grade: Kindergarten

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.	1. Today we are going to learn more about the country that we live in. Who remembers the name of our country? 2. Sometimes when you see something, it makes you think of an idea or a feeling. Look at this picture. Show or draw a peace symbol. What do you think of when you see that? Possible answers: peace sign, makes you think of being kind, peaceful, etc. 3. This is a special symbol for peace. There are symbols for lots of other things, even symbols for America! We are going to learn about some American symbols today. 4. Read and discuss Symbols of America powerpoint page 15. 5. American Symbols Pocket Chart Activity: Put the pictures of the three American symbols we are focusing on at the top of the chart. Mix up the phrases and place face down or in a bag. Have students take turns choosing one and placing it on the chart under the correct symbol.
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 identify.	Watch Learn360 Memorial Day Holiday Fun and Facts 15 min. Read MEMORIAL DAY book. Then students will complete wks. Heroes to Remember.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Pocket chart symbol sort On Heroes to Remember wks. students will draw an activity that they will do on Memorial Day.	Before lesson: What symbols represent America? After lesson: What symbols represent America?	MEMORIAL DAY book. Symbols of America powerpoint

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Symbols of America powerpoint Watch Learn360 Memorial Day Holiday Fun and Facts 15 min.	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

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.

Grade: 1st grade

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,	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

	responsibility, fairness, privacy, freedom to make choices)		(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.

Grade: 2nd grade

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.	2nd grade Social Studies Curriculum: Democracy and Government ● Rd aloud each symbol book from ´All About American Symbols Series´ for engagement prior to each symbol. ● American Symbols:https://www.youtube.com/watch?v=iLRHx0f7YIo ● ● Rd aloud American Symbols passage. Students annotate the passage for important facts. Use the facts about each symbol for their individual symbol books. ● Symbols match,drag and

			drop, insert pics google classroom activity
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 identify.	Mt. Rushmore: https://www.youtube.com/watch?v=fApIefqUvSo Washington Monument: https://www.youtube.com/watch?v=j6X-EqGii0k US Capital: https://www.youtube.com/watch?v=o2WRP-U7630 Lincoln Memorial: https://www.youtube.com/watch?v=YZIJTWX2xq8 Statue of Liberty:https://www.youtube.com/watch?v=usHRc7G0gVo Liberty Bell:https://www.youtube.com/watch?v=nkUM9Z_9oLA

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Classroom Activity	Symbol book	2nd grade Social Studies Curriculum: Democracy and Government Scholastic News 2 America is… by Stacey Schett All About American Symbols Series Symbols Google Classroom activity

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
https://www.youtube.com/watch?v=nkUM9Z_9oLA Chromebooks	ELA Reading and 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: Civics, Government and Human Rights: Participation and Deliberation

Grade: 1st grade

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

Grade: 2nd grade

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	Ask students what government officials are voted into government. Read 'Voting' by Sarah DeCapua. Discuss that citizens only vote for government officials in the executive and leg. branches. Lead the class in noticing that the judicial branch does not have elected officials but they are appointed by the president. Discuss why it is important for citizens to be informed before voting. Students will make their own Vote Flap Book. Use the included reasons we vote. Students will glue them onto each flap. Finally have students create a voters registration card that they will use next week.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Voters Flap Book	KWL chart Pre / post test	Voting by Sarah Decapua Branches of Government

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebooks Youtube videos about branches of government	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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Standard:6.1.2	Content Topic: Civics, Government and Human Rights: Democratic Principles

Grade: Kindergarten

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 national symbols reflect on American values and principles	1. Today we are going to talk about one way that we can honor and show respect to our country. Raise your hand if you know the Pledge of Allegiance. Great! Today we are going to learn a little bit about the Pledge. We are also going to practice it and make a little book to help us remember the words. 2. Read and discuss Liberty and Justice for All powerpoint page 33. 3. Practice reading the words to the Pledge. Flip all of the sentence strips over. Turn over one strip at a time. Have a student help point to the words while the class echo reads the text. (You read, the class repeats.) 4. The Pledge of Allegiance Mini-Book: Have a class set of the mini-book copied. Allow students to color the pages, then cut and assemble. Practice pointing to the words and reciting the Pledge as a class.
6.1.2.Civics DP.3	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	Watch Learn360 Memorial Day Holiday Fun and Facts 15 min. Read MEMORIAL DAY book. Then students will complete wks. Heroes to Remember.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Pocket chart symbol sort On Heroes to Remember wks. students will draw an activity that they will do on Memorial Day.	Before lesson: What symbols represent America? After lesson: What symbols represent America?	MEMORIAL DAY book. Symbols of America powerpoint

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Symbols of America powerpoint Watch Learn360 Memorial Day Holiday Fun and Facts 15 min.	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 1st grade

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 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)
Google Slides presentation - read alouds	KWL Group work observations/discussions Little Thinkers SS Unit 1 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

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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Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	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: Processes and Rules

Grade: Kindergarten

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	1. Write the name of your city, state, and "United States of America" on chart paper/dry-erase board. 2. Today we are going to begin learning about the country that we live in. Who knows the name of our country? Refer to the chart/board and read the names. Which is the name of our country? 3. We live in the United States of America. That is the name of our country. Now, there are millions of people that live in our country. We all work together to make our country a nice place to live. One way that we can be helpful citizens is to follow our laws. Does anyone know what a law is? 4. Read and discuss Laws Keep People Safe powerpoint page 2. 5. Show the Laws anchor chart. Laws are supposed to keep people and property safe. We are going to review how a law is made by putting these events in order on our anchor chart. Read the five cards out of order. Okay, now which do you think happens first? Ask students to raise their hand to vote for "Idea" "Write" "Agree" "Sign" or "Law". Have students help put the events in order to show how a law is made. Stud
6.1.2.Civics PR.2	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts,	Cite evidence that explains why rules and laws are necessary at home, in schools,	Little Thinkers Unit 1 Citizenship Read WHAT IF EVERYBODY DID THAT?. Then use Power Point to

	and treat people fairly.	and in communities	discuss what would happen if there were no school rules or rules outside of school. Explain that is why we have laws and that laws are rules that everyone must follow. Then use picture cards on pocket chart to discuss some laws and why they are important. Flip over one card at a time and discuss.
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.	Little Thinkers Unit 1 Citizenship Read NO, DAVID. Discuss some rules David broke. Talk about rules they have at home. Tell have we have rules at school, too. Rules keep us safe and help us learn. Go over rules on poster and teach body motion to go with each. Rules: Be a good listener. (point to ear) Follow directions the first time. (hold up one finger) Be kind with your words and actions. (hug self or make heart with fingers) Work and play safely. (give two thumbs up) Rules of the Classroom song (https://www.youtube.com/watch?v=uWXPCP8t00M&list=PLLLRPBKTSGuPCn2C_GPrhpaJnOi1VLzgr&index=2)

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Write/draw about a Silly Law.	KWL	Laws Pocket Chart activity WHAT IF EVERYBODY DID THAT? NO, DAVID

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Laws Keep People Safe powerpoint	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live)

Rules of the Classroom song (https://www.youtube.com/watch?v=uWXPCP8t00M&list=PLLLRPBKTSGuPCn2C_GPrhpaJnOi1VLzgr&index=2)	-Connections to Health (Family in Which we live)

Grade: 1st grade

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 pages	Our Class is a Family by Shannon Olsen 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

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
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	• Students will share laws they know while the teacher records their responses. • Watch a short video 'Teaching Laws, Rights, and Responsibilities to Kids' • Reread each law on the anchor chart stopping to discuss it and tell why it is important. • Show law cards on smart board. Read aloud and discuss. • Challenge students to place their cards on the table under the headings: safety, order,

			and equality. ● Discuss each law card and where it was placed.
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.	● Lead the class in a discussion about responsibilities. Challenge them to think of some responsibilities that citizens have. ● Read "What If Everybody Did That? by Ellen Javernick. Discuss with students the responsibilities of the character in the book. List on anchor chart. ● Read the mini-book "Citizens have Responsibilities". Discuss the importance of these responsibilities. ● Rights/Responsibility sort (independently or as a group)
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.	● Complete a follow-up activity about Citizens Rights and Responsibilities in Google Slides. Students will be dragging and dropping to complete the activity

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Law charts Discussion	Google Slides- rights and responsibilities	Video- Laws, Rights and Responsibilities Book- What if Everybody did that? Citizens have responsibilities

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video- Teaching Laws, Rights and Responsibilities to Kids	ELA Technology

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: Civics, Government, and Human Rights: Civic Mindedness

Grade: Kindergarten

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics CM.1	Certain character traits can help individuals become productive members of their community	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society	1. Today we are going to talk about our government. Our government is made up of the people that we pick. We pick them by voting. We vote for people that we think will do the best job helping our communities. 2. Read and discuss Choosing Our Leaders powerpoint page 45. 3. Mock voting activity: Show the students the two photos and read the script (starting on teacher manual page 29). You can tally their votes on chart paper or on a dry-erase board.
6.1.2.Civics CM.3	Certain character traits can help individuals become productive members of their community	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	1.Today we are going to begin learning about holidays that people celebrate all around the world. Can you name a holiday that you celebrate? Do you think everyone around the world celebrates the same holidays as you do? Let's read and find out. 2. Read and discuss power point, How We Celebrate. 3. Now we are going to do a holiday tradition sorting activity. I'm going to show you a picture and tell you what it's about. If it is a holiday tradition, we will put it under the YES column. If it is not a holiday tradition, we will put it under the NO column. Have students choose cards and sort them. 4. In the coming days, we are going to take a journey around the world to learn about many different places and the holidays that they celebrate. Some

			may be similar to holidays that you celebrate and some may be different. We are going to make a suitcase to put our work in. 5. Have students write their name on the map/suitcase cover and glue to their suitcase. 6. Today, I'd like you to think of a tradition that your family has. What does your family do on _____ (Christmas, Thanksgiving, Halloween, etc.)? Model thinking aloud and writing a sentence like the one in their worksheet ("On _____, my family _____.").

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Mock voting activity holiday tradition sorting activity	I'd like you to think of a tradition that your family has. What does your family do on _____ (Christmas, Thanksgiving, Halloween, etc.)? Model thinking aloud and writing a sentence like the one in their worksheet ("On _____, my family _____.").	Mock voting activity holiday tradition sorting activity

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Choosing Our Leaders powerpoint	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics CM.2	Certain character traits can help individuals become productive members of their community	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g, open-mindedness, compassion, civility, persistence)	Display the word 'citizen'. Ask students to share what they already know (schema) about citizens and add it to the chart. Read "Citizens" to the class stopping at important vocabulary to infer the meaning and define it. Discuss what students learned about citizens that they can now add to the chart. Review vocabulary, having students use the words in different sentences to understand meaning. Students will then add vocabulary definitions write a sentence using that word into their flip books. Display definitions for students to copy.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at diseach grade level)
Vocabulary sentences discussion	KWL- citizen Flip books	Video- Laws, Rights and Responsibilities Book- What if Everybody did that? Citizens have responsibilities

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video- Laws, Rights and Responsibilities chromebooks	ELA Technology

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: Geography, People, and the Environment: Human Population Patterns

Grade: 1st grade

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

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: Geography, People, and the Environment: Spatial Views of the World

Grade: Kindergarten

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)	Listen to https://www.youtube.com/watch?v=gFIS3aLQPfs 1. Today we are going to learn about the biggest areas of land found on planet Earth. 2. Read and discuss What is a Continent?. 3. Continent Match: Seat students in a circle. Lay the "On this continent, you will find...." continent cutouts on the floor in a formation as they appear on the globe. Place the labeled continent cutouts in a pocket chart or put them somewhere where students can see them, but separated from the ones that are spread out on the floor. Choose one continent from the floor and read the clues shown. Have students look at the labeled continents' shapes and their names. Ask a student to find a match and name the continent that is being described. Place the labeled continent on top of the one on the floor to make a match. Continue until all seven continents are matched. Listen to https://www.youtube.com/watch?v=gFIS3aLQPfs 1. Today we are going to learn about the biggest bodies of water found on planet Earth, called oceans. 2. Read and discuss What is an Ocean?. 3. Mapping Oceans: Display the large

			map that you pieced together. You will complete this activity together as a group. Each student will need a blue crayon and a black marker. Read each task at the bottom/side of the page. Have students point to the ocean on the map first, then trace the name using a black marker. Next, model how you will lightly color the water in the named ocean. Discuss with students how oceans don't really have a beginning or an ending point, and there is no "line" that divides them since the water on Earth all flows together.
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)	Today we are going to learn about what maps of different places look like. We are also going to make our own map! 2. Read and discuss Mapping Places. 3. Mapping Our Classroom Activity: We are going to work together to make a map of our classroom. This piece of paper is where we are going to draw the outline. Use a black marker to draw a rough outline of your classroom shape. Draw lines to show where the doors are. Now, let's take a look at the Map Key and the shapes that I cut out. Spread the shapes out in front of the students. Point to each item on the key and have students find the matching shapes that you cut out of construction paper and put them in the lunch bag. Choose students to pull a shape out of the bag and use the key to name the shape. Decide where the shape belongs on the map. Glue the shape on the map and continue by pulling another shape out of the bag.
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)	1. So far, we've leaned lots of information about maps. What is something you can tell me about maps? (Maps are drawings or pictures of a place, they show us where to find things or how to get somewhere, can be

			on paper or electronic devices, tells us where land and water is, uses a key to locate important places, etc.) Today we are going to learn about another important tool that people use to locate places. 2. Read and discuss Me in the World. 3. Globes and Maps- Whole Group Venn Diagram: Use two hula hoops to make a Venn Diagram, or trace two large overlapping circles on a large roll of paper. Label the sides with "Maps" and "Globes" and put "both" in the overlapping middle section. You will need to explain what a Venn Diagram is before starting out if your class has never worked with one before. Read each piece and have students discuss where it should be placed.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Continent Match activity Mapping Oceans: activity Map the Classroom activity Globes and Maps activity	Color continents green and oceans blue on a map of the world Create a map of their bedroom	Continent Match pictures Mapping Oceans: wks. Globes and Maps cards

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Continents and Oceans song https://www.youtube.com/watch?v=gFIS3aLQPfs What is a Continent? powerpoint What is an Ocean?. powerpoint Mapping Places powerpoint Me in the World. powerpoint	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 1st grade

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 -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: Geography, People, and the Environment: Human Environment Interaction

Grade: Kindergarten

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.GeoHE.3	Environmental characteristics influence the how and where people live	Identify cultural and environmental characteristics of different regions in New Jersey and the United States	We will be learning all about our community. We are going to learn about where people live, what kinds of jobs they do, and lots of other things along the way. To begin, we are going to first talk about neighborhoods. What is a neighborhood? Let's list all that we know about neighborhoods on this schema chart. Remember, schema is all of the things that we already know about something. 2. List what the students know about neighborhoods under the "Our Schema" section. Guiding Questions: What is a neighborhood? What kinds of neighborhoods are there? 3. Read and discuss Neighborhoods. 4. Now let's revisit our anchor chart and see if we can add some new information. Under the "Now We Know" section, ask students what a neighborhood is, what the types of neighborhoods are, what types of homes are found in neighborhoods, etc. Add new learning to the anchor chart using Post-It notes. 5. Next we are going to do a matching activity. Let's get into a circle. In the center I am going to put a bunch of pictures. In the pocket chart, I have listed some neighborhood words. I'm going to read a word and then ask someone to find the matching picture. Then we can put them together in our pocket chart.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Community matching activity	List what we know about neighborhoods. After lesson add new information	pictures for matching activity

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Neighborhoods. powerpoint	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.GeoHE.1	Environmental characteristics influence the how and where people live.	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region	Students will take virtual trip tto each continent using powerpoint slides and National Geographic Kids Destination Worlds. Use a map to locate the continent and students will share what they know on an anchor chart. Then make a list of questions that they would like to learn about that continent. Watch ´Nat Geo Kids Destination Worlds: on that continent Students will use their Continents booklet to add 1-2 facts they learned that lesson. Finish the power point together to add yet another 1-2 facts to their book.
6.1.2.GeoHE.2	Environmental characteristics influence the how and where people live	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs)	Share youtube video 'Transport and Communication' for student engagement and to access prior knowledge. After video discuss how the development of transportation(boats, cars, planes) and communication (Mail, radio, phone,

			internet) have impacted the movement of goods and people around the world. Place the communication cards on the board and pass out the situation cards to 4 students. Each student will read the situation card aloud and together choose which form of communication would best fit that situation and why. Then do the same for the transportation situation cards. Students will then take their Quiz (Refection Sheet p. 5).
6.1.2.GeoHE.4	Environmental characteristics influence the how and where people live	Investigate the relationship between the physical environment of a place and the economic activities found there	See 6.1.2.Geo HE.4

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Quiz reflection sheet Powerpoint	Powerpoint	National Geographic- Kids Destination World Continents Book

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
National Geographic- Kids, Destination World	ELA Science

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: Geography, People and the Environment: Global Interconnections

Grade: Kindergarten

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
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 visit other countries during Holidays Around the World unit. natgeokids destination worlds.com

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Tell about one country you would like to visit and why.	Tell about one country you would like to visit and why.	Holidays Around the World booklet

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Earth natgeokids destination worlds.com	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 1st grade

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 regions of the world.	Explain why and how people, goods, and ideas move from place to place	UNIT 4: COMMUNITY ECONOMICS 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)
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

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
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	Use Google Earth and Nat Geo Kids Destination Worlds: Continents to further understand the culture and physical characteristics of continents.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at

		each grade level)
Discussion Exploration	Continents Powerpoint	Google Earth National Geo Kids Destination Worlds

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Earth National Geo Kids Destination Worlds	ELA Science

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: Economic Ways of Thinking

Grade: Kindergarten

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	1. To start off our lesson today, we are going to do an activity. I have a bunch of pictures here. We are going to sort them into two piles: things that we want and things that we need. Have students look at pictures and sort them into the two piles. Do not correct them. 2. Read and discuss Wants and Needs. 3. Now, let's look at our pictures that we sorted earlier. What is a 'need'? What is a 'want'? Do you think there are any pictures that we should change or move? Discuss with students why some pictures may need to be moved. 1. Remember we talked about wants and needs? What is a want? What is a need? 2. Read and discuss IF YOU GIVE A MOUSE A COOKIE and discuss the wants and needs of the mouse.. 3. Let's review wants and needs. I'm going to show you a picture and read something about that picture. If you think it's a "want", put your hands on your head. If you think it's a "need", stand up. Show picture cards and read prompts to review wants/needs.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Want/Need activity with teacher observation Draw/write about a want or need.	Draw/write about a want or need.	IF YOU GIVE A MOUSE A COOKIE picture cards from the story

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Wants and Needs. powerpoint	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 1st grade

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

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.EconET.5	Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g, saving, spending, acquiring debt, investing)	Describe how local and state governments make decisions that affect individuals and the community	Read the card for each branch and discuss their responsibilities and duties. Watch a short video about each branch of government. Read the job cards and as a class determine which branch is responsible for that job. Sort as a class first and then students will sort individually. Watch a short video to further learn about each branch of government. Give each student a branch of government tree. Explain to students that the leaves will be used to describe the three branches of government and they will sort them on the tree. Check students work after sorting then allow them to glue them on the tree.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Sorting branches of government	Branches of government tree	Video on branches of government

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video on branches of government	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.

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

Grade: Kindergarten

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
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	Create a list of jobs, students will determine if the job provides a good or service. Then we will complete Goods/Service wks.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Goods/Service wks.	Goods/Service wks.	Goods/Service wks. List of jobs said by children

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
chromebooks	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 1st grade

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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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: Economics, Innovation and Technology: National Economy

Grade: Kindergarten

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 capitall, physical capital, and natural resources that contribute to favorable economic conditions	1.There are many different ways that people in our community work. We are going to learn about all the different places that people work and why! 2. Read and discuss Why People Work. 3. Activity: Show students the anchor chart. Place the labels Work at Home/Work at School/Work at a Job on the chart. Ask students to choose a picture. Read it and ask students where it should be placed on the chart.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Work at Home/Work at School/Work at a Job activity sort	Draw/write about a job they would like to do when they grow up.	Work at Home/Work at School/Work at a Jobcards

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Why People Work powerpoint	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 1st grade

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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Standard: 6.1.2	Content Topic: Economics, Innovation and Technology: Global Economy

Grade: 1st grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.EconGE.1	There are benefits to trading goods and services with other countries	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically	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.EconGE.2	There are benefits to trading goods and services with other countries	Explain why people in one country trade goods and services with people in other countries	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	KWL	1st Grade - Little Social Studies

alouds	Group work observations/discussions Little Thinkers SS Unit workbook pages	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

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.EconGE.1	There are benefits to trading goods and services with other countries	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically	Watch the Youtube video ¨Producers and Consumers for Kids¨: https://www.youtube.com/watch?v=OAP_JlWLa4k Lead the class in making a list of all the goods and services they know producers could offer. Student will become producers today. They will each make a bracelet with a specific pattern. When finished discuss how much work goes into being a producer and the work is not done yet because they have to sell those items. Lead the class in deciding on a fair price to sell their product, depending on the pattern or workmanship. Discuss products produced in other countries that we are consumers of in the United States.
6.1.2.EconGE.2	There are benefits to trading goods and services with other countries	Explain why people in one country trade goods and services with people in other countries	Watch Bartering For Kids: https://www.youtube.com/watch?v=Cn1Ki4OVhTU for student engagement. DIscuss video and why bartering was used before currency/money. Further discuss the need for bartering to be able to get goods and services that they would need in order to live. Explain

			that bartering is still used today. Many people trade goods and services when it works out that both people have something that the other person wants. Then watch Bartering: https://www.youtube.com/watch?v=LfgVLxUN-mg to introduce how bartering is used today and what the disadvantages of bartering are. Close the lesson with examples of how we can or have used bartering today.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
List of service and goods Discussion	Bartering discussion	Bartering for kids Producers and Consumers for Kids Bartering

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video- Bartering for Kids Bartering Producers and Consumers for Kids	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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Standard: 6.1.2	Content Topic: History, Culture and Perspectives: Continuity and Change

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History CC.1	Historical timelines put events in chronological order to help people understand the past	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time	● Read aloud "Have You Thanked an Inventor Today?" by Patrice McLaurin. Have students use their schema to access prior knowledge -KWL Chart. Share responses and add to anchor chart on smart board. ● Watch 'American Inventors for Kids' from Kids Academy ● Share responses and add them to the class anchor chart.
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	● Read aloud "Inventors" Powerpoint. ● Teacher will lead the class in a discussion about how inventors can impact a nation, having students some examples ● Pass out interactive vocabulary flip page. Lead the students in defining each word into the book. Students will then write a matching sentence for each word.
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	Watch 'Thomas Edison Biography for Kids' for student engagement and background knowledge. Encourage students to listen for at least 2 facts about Thomas Edison that they found interesting and jot them in their Inventor Journal on the page for him. Share facts that students added to their journal after the video. Then project the Thomas Edison page on the board and read aloud. Discuss that this is a

			secondary source because it was created by a person that did not experience Thomas Edison's life. Reread the Thomas Edison page more slowly for the second read. Student should add at least 2 more facts to their Thomas Edison Journal page.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Anchor Chart Vocabulary flip grid Thomas Edison fact sheet	KWL chart powerpoint	Have you thanked an inventor today? American Inventors for Kids Inventors Thomas Edison Biography for kids

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video- American Inventors for Kids Thomas Edison Biography for kids	Science 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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Standard: 6.1.2	Content Topic: History, Culture and Perspectives: Understanding Perspectives

Grade: 1st grade

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

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History UP.1	Two or more individuals can have a different understanding of the same event	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event	• Project the Thomas Edison page on the board and read aloud. Discuss that this is a secondary source because it was created by a person that did not experience Thomas Edison's life. • Compare with a primary source: sample page from Thomas Edisonś journal
6.1.2.History UP.3	Respecting and understanding the views of others helps one learn about various perspectives, thoughts and cultures	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict	Read scholastic News Thematic Articles: Martin Luther King Jr.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Scholastic News quiz	Comparison between primary and secondary source	Thomas Edison Thomas Edison's Journal Scholastic News Thematic Articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Thomas Edison's Journal Scholastic News Thematic Articles	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.

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: History, Culture, and Perspectives: Historical Sourcing and Evidence

Grade: Kindergarten

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History SE.3	Historians analyze accounts of history through a variety of sources, including differing accounts of the same event	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).	Watch Learn360 Memorial Day Holiday Fun and Facts 15 min. Read MEMORIAL DAY book. Then students will complete wks. Heroes to Remember.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Pocket chart symbol sort On Heroes to Remember wks. students will draw an activity that they will do on Memorial Day.	Before lesson: What symbols represent America? After lesson: What symbols represent America?	MEMORIAL DAY book.

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Learn360 Memorial Day Holiday Fun and Facts 15 min	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 1st grade

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

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History SE.2	The nature of history involves stories of the past preserved in a variety of sources	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry,	Watch 'https://www.youtube.com/watch?v=RGK6nlE6hw0' for student engagement and background knowledge. Encourage students to listen for at least 2 facts about Benjamin Franklin, Thomas

		novels, plays)	Edison that they found interesting and jot them in their Inventor Journal on the page for each. Share facts that students added to their journal after the video. Discuss his kite experiment. Then project the Benjamin Franklin page on the board and read aloud. Discuss that this is a secondary source because it was created by a person that did not experience Franklin's life. Reread the Ben Franklin page more slowly for the second read. Student should add at least 2 more facts to their Benjamin Franklin Journal page.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Benjamin Franklin Facts Inventor Journal	Inventor Journal comparisons	Benjamin Franklin Benjamin Franklin's journal

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Youtube video on Benjamin Franklin and Thomas Jefferson	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.

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: History, Culture, and Perspectives: Claims and Argumentation

Grade: 1st grade

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

Grade: Kindergarten

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)
Students will write/draw about a time they gave something to someone and how they felt.	KWL	THE GIVING TREE Giving is Better

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Giving Is Better | A Little Arrow…	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 1st grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.2.CivicsPD.1	When all members of the	With adult guidance and	Discuss and participate in

	group are given the opportunity to participate in the decision-making process, everyone's voice is heard	support, bring awareness of a local issue to school and / or community members and make recommendations for change	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

Grade: 2nd grade

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	To discuss and participate in Thanksgiving food drive, red-ribbon week, the giving tree, etc.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Participation in food drive and community service	How do we give back? Community service journal	Red Ribbon week materials

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

Grade: Kindergarten

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.2.GeoGI.1	Global interconnections occur between human and physical systems across different regions of the world	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world	Read DEAR CHILDREN OF THE EARTH. Talk about the little things that children can do to help the Earth. Watch the Berenstain Bears and the Coughing Catfish 12 minutes (https://www.youtube.com/watch?v=XpGaG20WifE) Have students draw a picture of what they can do to help the Earth. Read It's Just a Gum Wrapper. Talk about ways to help the Earth.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Students draw a picture of what they can do to help the Earth.	KWL	DEAR CHILDREN OF THE EARTH IT'S JUST A GUM WRAPPER

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Berenstain Bears and the Coughing Catfish 12 minutes (https://www.youtube.com/watch?v=XpGaG20WifE)	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

Grade: 1st grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.2.GeoGI.1	Global interconnections occur between human and physical systems across different regions of the world	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world	Discuss Earth Day. 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

Grade: 2nd grade

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.2.GeoGI.2	Global interconnections	Collect data and consider	Watch video "Earth Day" to build

	occur between human and physical systems across different regions of the world	sources from multiple perspectives to become informed about an environmental issue and identify possible solutions	background. Read and discuss the article Reduce, Reuse, Recycle. Answer the question that accompany the article in small groups and then come together to further discuss and share ways students chose to help save the earth. Students will then sort pictures under the correct category to show which items represent reduce, reuse, or recycle.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Article questions	Picture sort for reduce, reuse and recycle	Earth Day Reduce, Reuse, Recycle

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Earth day video	Science 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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Content Topic: Amistad

Grade: Kindergarten

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/peaceful-lessons-from-peaceful-leaders-im-a-leader-too

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Write ways that they can be leaders	KWL	Peaceful Lessons from Peaceful Leaders: I'm a Leader too!

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebooks	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

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/

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Grade: 1st grade

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.

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Grade: 2nd grade

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://readingagency.org.uk/resources/2622/ https://www.learningtogive.org/resources/other-side

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Questions Discussion	KWL	Little Leaders: Bold Women in Black History Understanding Segregation

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

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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

Grade: Kindergarten

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
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)
Describe good rules that are helpful to many	KWL about rules	Stepping Stones Sneetches by Dr. Seuss The Berenstain Bears: New Neighbors by Stan and Jan Berenstein Hats off to Hair! By Virginia Kroll

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebooks	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

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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Grade: 1st grade

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
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 -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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Grade: 2nd grade

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
Goal: Each person is strengthened and enriched by the differences they find and accept in others.	https://www.nj.gov/education/holocaust/curriculumn/materials/docs/caring_makes_a_difference

Objectives: The student should be able to: 1. Identify physical characteristics of themselves and others. 2. Identify cultural contributions of people of different backgrounds. 3. Demonstrate that s/he recognizes those contributions people give to one another. 4. Demonstrate an understanding of the affects of our words and actions on others. 5. Give examples of prejudice against individuals and groups. 6. Explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it. 7. Demonstrate an understanding that when a person or group is being bullied and hurt by others, that some people try to help those being hurt, some people do nothing, and some people will join the bullies. 8. Explain why people choose to think and to act in caring or in hurtful ways. 9. Demonstrate that s/he recognizes that each person must be responsible for the things s/he says and does. 10. Analyze ways in which people can stand up for what they believe is right and good. 11. Think about and explain ways that a person can be more thoughtful and considerate of others. 12. Explain the reasons that we must have rules and laws to help us live and work together in peace and harmony. 13. Demonstrate an understanding that not all rules and laws are good and how we must work together to make them better. v	_K-4_%20curriculum_guide.pdf

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Questions Discussion	KWL	Jingle Dancer by Cynthia Leitch Smith Nadia's Hands by Karen English Island of Skog by Stephen Kellog

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
https://www.nj.gov/education/holocaust/curriculumn/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf	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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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 students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.	-Holidays Around the world (diversity) -Being a Good Friend -Helping Others -Respect Other Differences -Actions that show Friendship

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
What makes a good friend? What actions show friendship	KWL- Holidays / cultures	-Little Thinker Social Studies -You Are Friendly -A Sick Day for Amos McGee -Sneetches -Rainbow Fish

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Sneetches Holidays around the World	-Connection to ELA (reading stories) -Connection to Science (Environment in which we live) -Connections to Health (Family in Which we live)

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

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Grade: 1st grade

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 students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.	-Holidays around the world (diversity) -Unique Traits / Characteristics -Respecting other's Differences / Personal boundaries -Every person has a place

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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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	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.

Grade: 2nd grade

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
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Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Discussion on friendship	Kindness Project	-Be You by Peter Reynolds -Our class is a family by Shannon Olsen -The Name Jar by Yangsook Choi -The Invisible Boy by Patrice Barton -The day you Begin by Jacqueline Woodson -Each Kindness by Jacqueline Woodson

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

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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