Pacing Guide For Social Studies Curriculum

Grade K

Topic	Marking Period	Number of Days
Civics, Government and Human Rights: Civics and Political Institutions	M.P. 4	3 days
Civics, Government and Human Rights: Democratic Principles	M.P. 4	1 day
Civics, Government and Human Rights: Processes and Rules	M.P. 1	10-12 days
Civics, Government and Human Rights: Civic Mindedness	M.P. 2	10-12 days
Geography, People and the Environment: Spatial Views of the World	M.P. 4	10-12 days
Geography, People and the Environment: Human Environment Interaction	M.P. 3	7 days
Geography, People and the Environment: Global Interconnections	M.P. 2	8 days
Economics, Innovation and Technology: Economic Ways of Thinking	M.P. 3	2 days
Economics, Innovation and Technology: Exchange and Markets	M.P. 3	2 days
Economics, Innovation and Technology: National Economy	M.P. 3	1 day
History, Culture and Perspectives: Historical Sourcing and Evidence	M.P. 4	1 day
Civics, Government and Human Rights: Participation and Deliberation	M.P. 2	10 days
Geography, People and the Environment: Global Interconnections	M.P. 4	5 days

Grade: Kindergarten

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics DP.1	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	Explain how the national symbols reflect on American values and principles.	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.

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	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.

Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career 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: Democratic Principles

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)

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics PR.1	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	Determine what makes a good rule or law	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, and treat people fairly.	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities	Little Thinkers Unit 1 Citizenship Read WHAT IF EVERYBODY DID THAT?. Then use Power Point to 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	Benchmark Assessments	Core Instructional and

Alternative Assessments		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 Rules of the Classroom song (https://www.youtube.com/watch?v=uWXPCP8t00M&list=PLLLRPBKTSGuPCn2C_GPrhpaJnOi1VLzgr&index=2)	-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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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	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

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)

How We Celebrate powerpoint	-Connections to Health (Family in Which we live)

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Geo.SV.1	A map is a symbolic representation of selected characteristics of a place	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)	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)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 6.1..2	**Content Topic:** Geography, People, and the Environment: Human Environment Interaction

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)

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

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

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.GeoGL.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)

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

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)

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

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

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.EconEM.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)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content	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

-multimodal		has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Econ NE.1	The availability of resources influences current and future economic conditions	Identify examples of human 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)

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

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History SE.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)

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

Strand	Disciplinary Core Ideas / Essential	Performance Expectation	Practices / Skills & Lesson

	Statement / Objective		
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. Make cards for a Nursing Home

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)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 6.3	**Content Topic:** Geography, People and the Environment: Global Interconnections

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.2.GeoGI.1	Global interconnections occur between human and 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)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Content Topic: Amistad

Disciplinary Core Ideas / Essential Statement / Objective	**Practices / Skills & Lesson**
The history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people	https://www.tolerance.org/classroom-resources/tolerance-lessons/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)**
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Content Topic: Holocaust

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)
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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 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.