

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

A

COURSE OUTLINE

FOR

SOCIAL STUDIES GRADE 1 1SST00

APPROVED BY THE
BOARD OF EDUCATION

August 25, 2011

Approved: January 2000
Revised: September 2017

Grade One Social Studies-Curriculum Revision Rationale

The Grade One Social Studies course of study has been revised to reflect significant changes in Social Studies content and how Social Studies instruction is delivered. The New Jersey Student Learning Standards have placed a greater emphasis on four areas of content to be addressed in the K-12 Social Studies curriculum. These include: democratic citizenship, historical understanding, geographical understanding, and economic understanding. The New Jersey Technology Literacy Standards are also incorporated into this course of study as recommended by the district's K-8 Technology Scope and Sequence, as are the the English Language Arts New Jersey Student Learning Standards and 21 Century Life and Career Standards.

The revised curriculum reflects the Social Studies concepts, content and skills that are addressed by classroom teachers through a more expanded use of curriculum integration and recognition of different student learning styles and the multiple intelligences.

District initiatives such as differentiation of instruction, critical reading, writing across the curriculum, integration of instruction among the disciplines and the appropriate use of technology are also evident in the Grade 1 Social Studies course of study. Varied forms of authentic assessments have also been included and are evident in student work folders.

Emphasis is placed on students developing the skills, knowledge and understanding necessary for them to become productive and responsible citizens in our society. The use of materials and resources that support a more hands-on approach to student learning is also incorporated into this revised Grade One Social Studies Curriculum.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gkl/an7Zab> . Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

Course Goals

<u>No.</u>	<u>Goal</u>	<u>NJSLS</u>
1	The students will identify rights, roles, and responsibilities of self and others.	6.1.A 6.3.A
2	The students will demonstrate an understanding of the basic concepts of family, value of family life, including ethnic origins and varied family structures.	6.1.B 6.1.D
3	The students will develop an appreciation for neighborhoods and recognize the relationship between the neighborhood and the family.	6.1.B
4	The students will acquire geographical understanding by studying the world in spatial terms, including location, place, and direction.	6.1.B
5	The students will distinguish between needs and wants, locally and globally.	6.1.C 6.3.C
6	The students will demonstrate understanding of history as part of the past and the present.	6.1.D
7	The students will recognize national holidays, various cultures and ethnic groups as a means of understanding history.	6.1.D

8	The students will identify symbols of American principles and beliefs.	6.1.D 6.3.B
9	The students will recognize the impact of interaction between people and their environment.	6.1.B 6.3.D
10	Through cross – curricular integration, the student will develop skills in areas including language arts, mathematics, science, and technology.	6.1.A - D

UNITS OF STUDY

Unit	Topic	Essential Questions	Enduring Understandings	Timeline	Standards
1	Myself, My Family	What makes me unique? What are my rights, roles and responsibilities? What is a family? Why are families important? What are my roles and responsibilities in my family? What is my role in school? What are my rights, roles and responsibilities in my community? What makes a good citizen?	Many cultural traditions and heritages contribute to our state’s and nation’s diversity. Democratic societies must balance the rights and responsibilities of individuals with the common good. Societies require rules, laws, and government. Citizenship is a lifelong endeavor.	10 weeks	NJSLS 6.1.A 6.1.D ELA.RI ELA.SL ELA.W

2	My Community/Economic	<p>What is the difference between goods and services? What is the difference between a need and want? What is a community? Who are the people in your community and what do they do? What are my rights, roles and responsibilities in my school and community? Why are roles important?</p>	<p>Decisions concerning the distribution and use of economic resources impact individuals and groups.</p> <p>Societies require rules, laws, and government.</p> <p>People are affected by environmental, economic, social, cultural, and civic concerns.</p>	14 weeks	<p>6.1.A 6.1.C 6.1.D 6.3.A 6.3.C ELA.RI ELA.SL ELA.W</p>
3	My Country	<p>What are important symbols of the United States and what do they stand for? Who are significant people and what are some important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?</p>	<p>Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves.</p> <p>Knowledge of the past helps one understand the present and make decisions about the future.</p>	16 weeks	<p>6.1.A 6.1.B 6.1.D 6.3.A 6.3.B 6.3.D ELA.RI ELA.SL ELA.W</p>

Geography, technology, reading and writing skills are integrated throughout all units of study.

TITLE: GRADE 1 SOCIAL STUDIES

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

The student will be able to:

I. Myself, My Family

1. demonstrate and identify understanding that each individual is unique.
2. identify specific characteristics of themselves, names, birthday, address, talents, traits.
3. identify ways in which they are alike and different, concluding that people may be different on the outside but the same on the inside.
4. demonstrate an understanding of people who are part of a family.
 - a. recognize how families are alike and different.
 - b. identify their roles in a family including cooperation and responsibility.
 - c. learn and share their families origin and traditions.

II. My School, My Community

5. learn skills to resolve conflicts.
6. identify their rights and responsibilities at school.
7. identify and understand rules and laws at home and at school.
8. learn why it is important to respect others and to be a good citizen.
9. understand the concept of a community and recognize what makes up their community.
10. identify how communities are alike and different.
11. demonstrate the understanding of vocabulary words city, suburb, rural and community.
12. recognize that people can live in an urban, suburban, or rural community and that life is similar and different in each place.
13. recognize that people live in different types of homes around the world due to impact of location and geography.
14. identify the roles of people in a neighborhood; identify workers in the community and receive economic means for their services.
15. recognize and identify signs and symbols in our community.
16. identify laws within the school and community and recognize the reasons for laws.
17. identify needs as food, shelter, clothing, love and care; identify and compare needs and wants.
18. understand that people work to provide services and meet needs of people in neighborhood and community.

III. Our Country

19. recognize maps and globes as different representations of the Earth.
20. identify and apply cardinal direction and use a compass rose.
21. identify and locate objects and places on a map.
22. identify, explain, and use a map key.
23. identify and use different types of maps, including a map of the United States.
24. recognize the historical origins of holidays.

- 25. understand that holidays are special times we celebrate throughout the year.
- 26. learn about holiday traditions different from their own.
- 27. understand that the United States is one country made up of many different cultures.
- 28. become familiar with what culture means.
- 29. identify symbols of our country and learn what they mean: Eagle, Scales of Justice, Uncle Sam, State of Liberty, Flag.
- 30. learn the Pledge of Allegiance and its meaning.
- 31. become aware of some people who played significant roles in history.
- 32. become aware of some significant historical events.
- 33. name some basic government structures and leaders (i.e., President, governor, mayor, country, state, town)

I. Myself, My Family

Essential Questions: How am I unique? What are my rights, roles and responsibilities? What is a family? Why are families important? What are my roles and responsibilities in my family? What is my role in school? What are my rights, roles and responsibilities in my community? What makes a good citizen?

Enduring Understandings: Many cultural traditions and heritages contribute to our state’s and nation’s diversity. Democratic societies must balance the rights and responsibilities of individuals with the common good. Societies require rules, laws, and government. Citizenship is a lifelong endeavor.

(NOTE: These topics must be handled with sensitivity.)

PROFICIENCIES/OBJECTIVES	NJSLs	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		

<p>1. demonstrate and identify understanding that each individual is unique.</p>	<p>6.1.4.A.1 6.1.D ELA.W.1.1.2, 5 ELA.SL.1.1.35</p>		<ul style="list-style-type: none"> • create an “I am special” badge and present their work to the class. • design a construction T-shirt drawing labeling things about themselves and discuss with class. • create butcher paper people using multicultural crayons in their likeness and will use math links to measure and compare lengths. 	<p>Teacher created rubric and peer evaluation</p> <p>Teacher observation will be used for assessment verbal communication indicator on report card</p> <p>Teacher observation</p>	<p>A variety of assessment activities are found in the Houghton Mifflin Assessment Option Booklet.</p> <p>Assessment Option Book Checklist: Listening, Speaking Pg. 43</p> <p>Integrated Mathematics Lesson</p>
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The student will be able to:			The student will:		

<p>1. (continued)</p>	<p>6.1.4.A.1 ELA.RI.1.1- 10 ELA.W.1.3, 6 ELA.SL.1.3-6</p>	<p>8.1.2.A.1-4 8.1.2.B.1</p>	<ul style="list-style-type: none"> • be selected based on agreed criteria. A book will be created to give to the student of the week. Students will write sentences about the student of the week. All students will have a turn to be student of the week. • utilize www.starfall.com website. Under All About Me there is a slideshow, All About Me. • create a timeline including personal milestones from baby to 1st grade. • utilize computers to complete an All About me template that will include words that describe each individual. 	<p>Student self-assessment and teacher observation</p> <p>Student participation</p> <p>Teacher-created selfassessment checklist</p> <p>Teacher-created rubric</p>	<p>Integrated Language Arts Lesson Integrated Technology Lesson www.starfall.com is bookmarked on District Webpage. Integrated Language Arts Lesson</p> <p>Integrated Technology lesson can be adapted from District Lessons.</p>
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The student will be able to:			The student will:		
2. identify specific characteristics of themselves: names, birthday, address, talents, traits.	6.1.4.A.1 ELA.RI.1.1 - 10 ELA.W.1.3, 6 ELA.SL.1.3 -6	8.1.2.A.1-4 8.1.2.B.1	<ul style="list-style-type: none"> • create a graph of favorites: birthdays, names, eye color to see similarities and differences among the students. • create an All About Me book, including three sentences highlighting their individual talents and traits • create a slide show with the digital camera using pictures of the students sharing their favorite moments in first grade. Kid Pix® may be used. 	<p>Teacher observation and student’s participation</p> <p>Teacher observation and student’s completed book</p> <p>Teacher observation and student’s participation</p>	<p>Integrated Mathematics Lesson</p> <p>Integrated Language Arts Lesson</p> <p>Integrated Technology Lesson</p>

(continued) I.

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The student will be able to:			The student will:		
<p>3. identify ways in which they are alike and different, concluding that people may be different on the outside but the same on the inside.</p>	<p>6.1.4.A.1 ELA.RI.1.1 -10 ELA.SL.1.3 -6</p>	<p>8.1.2.A.1-4 8.1.2.B.1</p>	<ul style="list-style-type: none"> • read aloud: <i>Chrysanthemum</i> by Kevin Henkes and have children research the origin of their own names, why they were given their name and share with the class. • use thumbprints to compare how students are alike and different. • read and discuss <i>We are All Alike, We are All Different</i> by the Cheltenham Elementary School Kindergarten (Scholastic). 	<p>Teacher observation of student self-respect and respect for others, student interaction and sharing, children’s expression and communication through art and expression.</p> <p>Teacher observation and student’s participation</p> <p>Teacher observation and student’s participation</p>	<p>Assessment Option Book Checklist: Listening, Speaking Pg. 43</p> <p>Integrated Science Lesson</p>

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The student will be able to:			The student will:		
4. demonstrate an understanding people are part of a family. a. recognize how families are alike and different. b. identify their roles in a family including cooperation and responsibility.	6.1.4.D.13 ELA.W.1.3, 5 ELA.SL.1.3-6	8.1.2.A.1-4 8.1.2.B.1	<ul style="list-style-type: none"> draw/label picture of your family. graph the number of members in a family. make a helping hand-shaped booklet of family jobs. answer the following in a journal entry – How do you help your family? How does your family help you? What do you learn from your family? 	Teacher’s Guide Performance Task Page 29 Teacher observation and student’s participation Teacher observation and written response Teacher observation and student’s participation	See Lesson Review, Page 29 of Teacher’s Guide Integrated Mathematics Lesson Integrated Language Arts Lesson Re-teach mini-lesson Graphic Organizer one in section of the Teacher’s Guide. This can be used as an interim assessment Integrated Language Arts Lesson Students can share their home language

(continued) I.

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The student will be able to:			The student will:		
4. (continued) c. learn and share their families' origins and traditions.			<ul style="list-style-type: none"> make a language booklet of different ways to say family members: e.g. Mom – madre. create a flag/postcard using PrintShop® showing country of origin. Add text to discuss origin. 	Teacher-prepared rubric Postcard assessed using teacher-created criteria	Integrated Technology lesson

I

I. My School, My Community

Essential Questions: What is the difference between goods and services? What is the difference between a need and want? What is a community? Who are the people in your community and what do they do? What are my rights, roles and responsibilities in my school and community? Why are roles important?

Enduring Understandings: Decisions concerning the distribution and use of economic resources impact individuals and groups. Societies require rules, laws, and government. People are affected by environmental, economic, social, cultural, and civic concerns.

PROFICIENCIES/OBJECTIVES	NJSLS	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		

<p>5. learn skills to resolve conflicts.</p>	<p>6.1.4.D.15 6.1.4.D.16 6.3.4.D.1 ELA.RI.1.1-10 ELA.W.1.3, 5 ELA.SL.1.3-6</p>		<ul style="list-style-type: none"> • identify “Peace Table” in the classroom, where students can go to resolve conflicts. • create a conflict box for students to write their conflicts/feelings to be discussed w/ teacher. • participate in conflict resolution and character education lessons by Guidance Counselor 	<p>All suggested activities are a means of assessing student achievement of objectives using criteria designed by teacher.</p> <p>Teacher observation and class discussion</p> <p>Teacher observation and class discussion</p>	<p>Teacher will model and use peace table activities when they feel are appropriate. This is an ongoing process throughout the school year.</p>
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The student will be able to:			The student will:		
6. identify their rights and responsibilities at school.	6.1.4.A.1 6.3.4.A.1 ELA.RI.1.1-10 ELA.W.1.3, 5 ELA.SL.1.1-5		<ul style="list-style-type: none"> • read and discuss <i>The Day the Monster Came to School</i> (Macmillan) to help students identify and reinforce the need for rules. • tour the classroom and the school and be introduced to various roles within the school—nurse, secretary, principal, custodian, teachers. • create a Helping Hands Tree. Use page 40 – 41 in Teacher’s Guide. Write about jobs that can be completed at school. 	Teacher observation and student participation Classroom discussion Writing Rubric A four point writing rubric in Teacher’s Guide page 41.	Literature Connection See Leveled Readers: Welcome To Our School This can be used as an Interim Assessment. Integrated Language Arts Lesson Houghton Mifflin Assessment Options Page 27 Jobs Teacher’s Guide Graphic Organizer #5 section page 17 Jobs at School

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The student will be able to:			The student will:		
7. identify and understand rules and laws at home and at school.	6.1.4.A.3 6.1.4.A.8 6.3.4.A.1 ELA.SL.1.1-5	8.1.2.A.1-4 8.1.2.B.1	<ul style="list-style-type: none"> use a Venn Diagram to compare rules in different places. Students will use <i>Kid Pix® or Kidspiration®</i> to do so. create classroom rules contract and have students sign their names at the bottom of the contract so that the rules can be posted in the classroom. participate in “rules rule” where they will use a graphic organizer to demonstrate understanding appropriate rules at school. 	<p>Teacher observation and student participation</p> <p>Teacher observation and student participation. Student’s completed work.</p> <p>Teacher observation and student participation. Student’s completed work.</p>	<p>Integrated Technology lesson - <i>Kid Pix® or Kidspiration®</i> can be used. Houghton Mifflin Assessment Options Page 35</p> <p>Integrated Technology lesson – Template is posted on District Technology Web Page</p>

II. My School, My Community

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The student will be able to:			The student will:		
8. learn why it is important to respect others and to be a good citizen.	6.1.4.A.1 6.1.4.A.11 6.3.4.C.1 ELA.W.1.1, 5 ELA.SL.1.1- 5		<ul style="list-style-type: none"> write a journal entry using this prompt: What is a good citizen and what do they do? participate in a classroom reward system/ Kindness Coins. Children will acknowledge others for being a good citizen. 	<p>Student participation and class discussion</p> <p>Student participation and class discussion - Children/Teacher give a plastic coin to reward students being a good citizen</p>	<p>Integrated Language Arts Lesson</p> <p>Teacher will use activities when they feel are appropriate. Teachers can target one area of citizenship to reward. This is an ongoing process throughout the school year.</p>

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The student will be able to:			The student will:		

<p>9. understand the concept of a community and recognize what makes up their community.</p>	<p>6.1.4.B.1 ELA.SL.1.1-5</p>	<p>8.1.2.B.1</p>	<ul style="list-style-type: none"> • classroom discussion and reading different stories about neighborhoods. • construct a neighborhood using milk cartons and boxes. • create a map showing places in a neighborhood. 	<p>Teacher observation and student participation</p> <p>Student participation and class discussion</p> <p>Teacher-created rubric and teacher observation</p>	<p>Big Idea and Skillbuilder Transparencies Book #3 (Read a map key)</p>
<p>10. identify how communities are alike and different.</p>	<p>6.1.4.D.18 6.1.4.D.20 ELA.W.1.3, 5, 6 ELA.SL.1.3, 6</p>	<p>8.1.2.B.1</p>	<ul style="list-style-type: none"> • use a teacher created Venn diagram to show the differences and similarities by using teacher created worksheet or technology. 	<p>Class participation and teacher observation</p>	<p>Integrated Technology lesson - <i>Kid Pix</i>®</p>

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The student will be able to:			The student will:		
10. (continued)		8.1.2.A.4	<ul style="list-style-type: none"> write sentences about their community using <i>Microsoft Word</i> to incorporate technology. 	Teacher observation and student participation. Student’s completed work.	<i>Kidspiration</i> ® can be used. If teacher chooses to use technology this lesson can be completed by using <i>Microsoft Word</i>
11. demonstrate the understanding of vocabulary words, city, suburb, rural and community.	6.1.4.B.1-3 ELA.RI.1.1-10 ELA.W.1.3, 5 ELA.SL.1.3-6	8.1.2.A.2-3 8.1.2.B.1	<ul style="list-style-type: none"> cooperative groups, create a mural to depict city, country or suburb. Read <i>Toby in the City</i>, <i>Toby in the Country</i> 	Teacher-created rubric—such as adding three different pictures for each category. Class discussion, teacher observation	Integrated Technology lesson Print Shop or <i>Kidspiration</i> ® can be used.

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The student will be able to:			The student will:		
12. recognize that people can live in a city, suburban, or rural community and that life is similar and different in each place.	6.1.4.B.4 6.1.4.B.7 6.1.4.B.10 ELA.W.1.2, 5	8.1.2.A.2,4 8.1.2.B.1	<ul style="list-style-type: none"> create a graphic organizer inserting pictures for each category – city, suburban, and rural communities. produce a pamphlet for a travel agency highlighting areas of each region. 	Student participation, completed graphic organizer, class discussion and teacher observation Student completed pamphlet	Integrated Technology lesson can be adapted from District Lessons Integrated Language Arts Lesson

Essential Questions: What is the difference between goods and services? What is the difference between a need and want? What is a community? Who are the people in your community and what do they do? What are my rights, roles and responsibilities in my school and community? Why are roles important?

Enduring Understandings: Decisions concerning the distribution and use of economic resources impact individuals and groups. Societies require rules, laws, and government. People are affected by environmental, economic, social, cultural, and civic concerns.

PROFICIENCIES/OBJECTIVES	NJSLS	TECH LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		
13. recognize that people live in different types of homes around the world due to impact of location and geography.	6.1.4.B.8 6.1.4.D.11 6.1.4.D.15 6.1.4.D.18 ELA.SL.1.1-10 ELA.W.1.110		<ul style="list-style-type: none"> view pictures of children and their homes in places around the world. listen to stories about children who live in places around the world. Students will write a sentence comparing and contrasting places around the world. 	<p>Class discussion, teacher observation</p> <p>Class discussion, teacher observation</p>	Integrated Language Arts Lesson
14. identify the roles of people in a neighborhood; identify workers in the community and receive economic means for their services.	6.1.4.B.8 6.3.4.A.3 ELA.SL.1.1-10 ELA.W.1.110		<ul style="list-style-type: none"> listen to stories and sing songs that reflect roles of community workers: Who are people in your neighborhood? It's a Beautiful Day in Their Neighborhood. invite community workers into the class for discussion. 	<p>Student participation, completed compare/contrast statement, class discussion and teacher observation.</p> <p>Student participation, class discussion</p>	<p>Integrated music lesson</p> <p>Integrated Language Arts lesson</p>

II. My School, My Community

Essential Questions:

What is the difference between goods and services? What is the difference between a need and want? What is a community? Who are the people in your community and what do they do? What are my rights, roles and responsibilities in my school and community? Why are roles important?

Enduring Understandings: Decisions concerning the distribution and use of economic resources impact individuals and groups. Societies require rules, laws, and government. People are affected by environmental, economic, social, cultural, and civic concerns.

PROFICIENCIES/OBJECTIVES	NJSLS	TECH LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		
14. (continued)			<ul style="list-style-type: none"> write letters to community workers. use the provided website to create their own coin http://www.hoffmanmint.com/designcoin.html. write a sentence describing what their coin is like. 	Student participation, class discussion and teacher observation Student participation, class discussion Completed coin project	Integrated Mathematics/ language Arts Lesson Create a coin website: www.usmint.gov/kids/index.cfm?flash=yes

15. recognize and identify signs and symbols in our community.	6.1.4.D.11 6.1.4.D.17 ELA.SL.1.1 -10 ELA.W.1.110		<ul style="list-style-type: none"> • identify and recognize signs in the community. Example: hospital, gas station, etc. • use poster showing different signs. • create a sign that can be used in the community and write sentences explaining their sign. 	Student participation, class discussion and teacher observation Class discussion and teacher observation Teacher-created rubric and teacher observation	Integrated language Arts lesson
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Essential Questions:

What is the difference between goods and services? What is the difference between a need and want? What is a community? Who are the people in your community and what do they do? What are my rights, roles and responsibilities in my school and community? Why are roles important?

Enduring Understandings: Decisions concerning the distribution and use of economic resources impact individuals and groups. Societies require rules, laws, and government. People are affected by environmental, economic, social, cultural, and civic concerns.

PROFICIENCIES/OBJECTIVES	NJSLs	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		
16. identify laws within the school and community and recognize the reasons for laws.	6.1.4.A.1 ELA.SL.1.1 -10 ELA.W.1.110		<ul style="list-style-type: none"> • discuss reasons for laws. • write which law they feel is the most important and why. • create their own law for school and explain why it is important. 	Class discussion and teacher observation Teacher-created rubric and teacher observation Teacher observation	Integrated Language Arts lesson Integrated Language Arts lesson

II. My School, My Community

<p>17. identify needs as food, shelter, clothing, love and care. Identify and compare needs and wants.</p>	<p>6.1.4.C.2 6.3.4.A.3 ELA.SL.1.1 -10 ELA.W.1.110</p>	<p>8.1.2.B.1</p>	<ul style="list-style-type: none"> • discuss the meaning of needs and wants. • create two posters using magazine pictures to show needs and wants. • use <i>Kid Pix®</i> or <i>Kidspiration®</i> program to create graphic organizer showing needs and wants. • participate in either a canned food drive, toy drive, clothing drive, etc. that will positively impact their community. 	<p>Class discussion</p> <p>Teacher -created rubric, teacher observation</p> <p>Student participation, class discussion, completed project</p> <p>Student participation</p>	<p>Integrated Language Arts Lesson</p> <p>Integrated Technology Lesson</p>
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II. My School, My Community

Essential Questions:

What is the difference between goods and services? What is the difference between a need and want? What is a community? Who are the people in your community and what do they do? What are my rights, roles and responsibilities in my school and community? Why are roles important?

Enduring Understandings: Decisions concerning the distribution and use of economic resources impact individuals and groups. Societies require rules, laws, and government. People are affected by environmental, economic, social, cultural, and civic concerns.

PROFICIENCIES/OBJECTIVES	NJSLS	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		

<p>18. understand that people work to provide services and meet needs of people in neighborhood and community.</p>	<p>6.1.4.C.10 6.1.4.C.11 ELA.RI.1.1-10 ELA.W.1.3, 6 ELA.SL.1.3-6</p>		<ul style="list-style-type: none"> • read the story <i>The Market</i> and: <ul style="list-style-type: none"> ○ create their own store ○ write why their store is important to their community, ○ create things to sell at their store and ○ have an opportunity to shop at their store using money. 	<p>Teacher observation of store showing comprehension of simple commerce, teacher observation and class discussion</p>	<p>Integrated Language Arts Lesson</p> <p>Integrated Mathematics Lesson</p> <p>Literature Connection See Leveled Readers: Going Shopping</p>
<p>19. recognize maps and globes as different representations of the earth.</p>	<p>6.1.4.B.1-7 ELA.SL.1.3-6</p>	<p>8.1.2.B.1</p>	<ul style="list-style-type: none"> • video clip: Understanding Maps www.discoveryeducation.com. • interpret maps of neighborhood, school, community, state, nation and world and discuss. 	<p>Teacher observation and class participation</p> <p>Student participation, class discussion</p>	<p>Integrated Technology Lesson Nystrom EWW CD Rom Lessons 9, 10, 11, 12, 13, 14 See Bringing Social Studies Alive p. 2-3</p>

III. My Country

Essential Questions:

What are important symbols of the United States and what do they stand for? Who are significant people and what are some important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves. Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLS	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		
20. identify and apply cardinal direction and use a compass rose.	6.1.4.B.1-7 ELA.RI.1.1-10 ELA.W.1.3, 6 ELA.SL.1.3-6	8.1.2.B.1	<ul style="list-style-type: none"> make a compass and demonstrate how to use it. play Guess the State Game. Teacher will give clues about different states and students will locate them on a map. read the Room Center—use cardinal directions to record different things that are located on N, S, E, W walls of the classroom. 	<p>Teacher observation, class participation and teacher-created rubric</p> <p>Student participation, class discussion</p> <p>Teacher observation using criteria, guidelines or rubrics</p>	<p>Integrated Science Lesson Discussion of magnets</p> <p>Integrated Language Arts Lesson Use http://www.sheppardsoftware.com/web_games.htm for independent reinforcement</p>

What are important symbols of the United States and what do they stand for? Who are significant people and what are some

III. My Country

Essential Questions:

important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves. Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLS	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		
21. identify and locate objects and places on a map.	6.1.4.B.1-7 ELA.SL.1.1-6		<ul style="list-style-type: none"> • create own map of bedroom, classroom, school or neighborhood. • create a Literature Map to show different places a story character visited (i.e., Little Red Riding Hood, Wolf from the Three Little Pigs.) 	<p>Finished map with labels</p> <p>Thorough literature map with all settings depicted, teacher will check for accuracy and completion</p>	<p>Teacher will create a checklist highlighting objects that should be incorporated on the map.</p> <p>See Bringing Social Studies Alive Pgs. 4-5</p>

III. My Country

Essential Questions:

22. identify, explain and use a map key.	6.1.4.B.1-7		<ul style="list-style-type: none"> • create map keys to accompany bedroom, classroom, school, neighborhood or literature map. • in groups, use amusement park maps to find specific attractions and facilities as follow up 	<p>Teacher observation using criteria, guidelines or rubrics</p> <p>Teacher observation using criteria, guidelines or checklist</p>	Integrated Language Arts Lesson
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What are important symbols of the United States and what do they stand for? Who are significant people and what are some important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves. Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLs	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		
22. (continued)			<ul style="list-style-type: none"> • create their own amusement park map including map key and compass rose. 		

III. My Country

Essential Questions:

23. identify and use different types of maps, including a map of the United States.	6.1.4.B.1-7 ELA.SL.1.1 -6	8.1.2.B.1 9.2	<ul style="list-style-type: none"> locate five different cities on a map of the United States. Graph temperature and weather conditions of these cities using www.weather.com. use http://www.sheppardsoftware.com/web_games.htm to complete interactive reinforcement activities. view video clip: The Scrambled States of America www.discoveryeducation.com 	Teacher will check for accuracy and completion Teacher observation Teacher observation Teacher observation	Integrated Technology Lesson Integrated Science Lesson Integrated Technology Lesson
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What are important symbols of the United States and what do they stand for? Who are significant people and what are some important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves. Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLs	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		

III. My Country

Essential Questions:

<p>24. recognize the historical origins of holidays.</p>	<p>6.1.4.D.17</p>	<p>8.1.2.A.5 8.1.2.B.1</p>	<ul style="list-style-type: none"> • take photos using a digital camera to create an ongoing timeline of events throughout the year using iPhoto® or iMovie.® 	<p>Writing will be assessed using teacher-created rubric</p>	<p>Integrated Technology Lesson Integrated Language Arts Lesson</p>
<p>25. understand that holidays are special times we celebrate throughout the year.</p>	<p>6.1.4.D.17 ELA.W.1.3, 6 ELA.SL.1.3-6</p>	<p>8.1.2.B.1</p>	<ul style="list-style-type: none"> • using Print Shop, identify and label different holidays/events on a monthly calendar. • create a “Home for the Holidays” bulletin board writing about a holiday celebrated at home. 	<p>Teacher observation Teacher observation and completed writing task</p>	<p>Integrated Mathematics and Technology Lessons Refer to Holiday Lessons in Teachers Edition P. 271-278 Integrated Language Arts Lesson</p>

III. My Country

Essential Questions: What are important symbols of the United States and what do they stand for? Who are significant people and what are some important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves. Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLS	TECH. LIT	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		
26. learn about holiday traditions different from their own.	6.1.4.D.18 ELA.RI.1.1-10 ELA.W.1.3, 6 ELA.SL.1.36	8.1.2.B.1	<ul style="list-style-type: none"> research different holidays celebrated around the world: <u>Holidays Around the World</u>. 	Student understanding-proficiency will be assessed using teacherdesigned guidelines/checklists/rubrics	Integrated Technology Lesson Nystrom EWW CD Rom Lesson 15
27. understand that the United States is one country made up of many different cultures.	6.1.4.D.19 6.1.4.D.20		<ul style="list-style-type: none"> hear stories about children who came to live in the United States. 	Teacher observation, class discussion	

III. My Country

Essential Questions: What are important symbols of the United States and what do they stand for? Who are significant people and what are some

28. become familiar with what culture means.	6.1.4.D.19 6.1.4.D.20 ELA.RI.1.1-10 ELA.W.1.3, 6 ELA.SL.1.1-6		<ul style="list-style-type: none"> compare and contrast family traditions (i.e. foods specific to their culture, clothing, languages spoken at home, etc.) 	Class discussion	
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important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves. Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLs	TECH. LIT	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		

III. My Country

Essential Questions: What are important symbols of the United States and what do they stand for? Who are significant people and what are some

28. (continued)			<ul style="list-style-type: none"> • participate in a <u>A World Tour With Cinderella Unit</u> that will focus on teaching the globalization while utilizing the following skills and concepts: <ul style="list-style-type: none"> a. use a Venn Diagram to compare and contrast different stories. b. locate and label these countries on a map. c. will write their own fairy tale. d. after reading each story, create a passport of countries visited. 	<p>Teacher observation</p> <p>Teacher will check for accuracy and completeness</p> <p>Teacher will check for accuracy and completeness</p> <p>Writing will be assessed using teacher-created rubric.</p> <p>Students completed project</p>	<p>See list of Cinderella Stories in Teacher Resources section</p> <p>Integrated Language Arts Lesson</p>
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important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves. Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLs	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		

III. My Country

Essential Questions: What are important symbols of the United States and what do they stand for? Who are significant people and what are some

29. identify symbols of our country and learn what they mean: Eagle, Scales of Justice, Uncle Sam, Statue of Liberty, Flag.	6.1.4.D.17 ELA.W.1.1-6	8.1.2.B.1	<ul style="list-style-type: none"> participate in District Technology Lesson: Symbols of Our Country. on the back of a postcard, write a letter to an imaginary friend in a different country discussing different American symbols. 	Teacher Observation See Performance Task Rubric T265	Integrated Technology Lesson Refer to Teacher's Edition Reference Section R2R5 Integrated Language Arts Lesson
30. learn the Pledge of Allegiance and its meaning.	6.1.4.D.17		<ul style="list-style-type: none"> in pocket chart, reconstruct and discuss phrases from the Pledge of Allegiance. 	Teacher observation	

important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves.

Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLs	TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		

III. My Country

Essential Questions: What are important symbols of the United States and what do they stand for? Who are significant people and what are some

<p>31. become aware of some people who played significant roles in history.</p>	<p>6.1.4.D.14 6.1.4.D.1-10 ELA.RI.1.1-10 ELA.W.1.3, 6 ELA.SL.1.1-6</p>		<ul style="list-style-type: none"> • take a field trip to local historical places. • read stories about people and events that happened in history (i.e. Native Americans, Thanksgiving, George Washington, Martin Luther King, Jr., Rosa Parks) and discuss their significance. • construct a Venn Diagram comparing/contrasting George Washington and Abraham Lincoln. 	<p>Teacher observation and evaluation of student participation</p> <p>Class discussion</p> <p>Teacher observation</p>	<p>Refer to Teacher's Edition Reference Section R6R7</p> <p>Literature Connection See Leveled Readers:</p> <ul style="list-style-type: none"> - Faces on Mount Rushmore - Independence Hall
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III. My Country

Essential Questions: What are important symbols of the United States and what do they stand for? Who are significant people and what are some important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves. Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH. LIT.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		
32. become aware of some significant historical events.	6.1.4.D.5-9 6.3.4.A.2 6.3.4.D.1 ELA.W.1.1-6	8.1.2.A.5 8.1.2.B.1	<ul style="list-style-type: none"> take a virtual tour of the White House using specific website. e-mail the President asking about a current event. write a letter to the President that will focus on a current significant historical event, such as bullying and the harm it causes. 	<p>Writing will be assessed using a rubric/checklist.</p> <p>Print out of email or written draft of email, based on teacher explained criteria.</p> <p>Writing will be assessed using a rubric/checklist.</p>	<p>Integrated Technology Lesson www.white-house.gov</p> <p>Refer to Teacher’s Edition Reference section R2-R5</p> <p>Integrated Language Arts Lesson</p>

III. My Country

Essential Questions: What are important symbols of the United States and what do they stand for? Who are significant people and what are some important historical events that have happened throughout history? How is my life in Parsippany the same or different from the lives of children in other places in the world?

Enduring Understandings: Examining social and civic issues helps to expand one’s understanding of the world, its people, and themselves.

Knowledge of the past helps one understand the present and make decisions about the future.

PROFICIENCIES/OBJECTIVES	NJSLS	NJSLS TECH.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:			The student will:		
33. name some basic government structures and leaders (i.e. President, governor, mayor, country, state, town).	6.1.4.A.2-6 6.1.4.A.7 6.1.4.A.11 6.1.4.A.12 6.3.4.A.2 6.3.4.B.1 ELA.RI.1.1-10 ELA.SL.1.3-6	8.1.2.B.1 9.2	<ul style="list-style-type: none"> a) read the <i>The Three Little Pigs</i> and <i>The True Story of the Three Little Pigs</i> b) fill out a ballot to vote for which story they believe and c) take a tally of votes and make a class graph. visit with the local mayor and listen to the mayor describe his job and ask questions. Meet with the mayor or township council members to discuss Earth Day. 	<p>Teacher observation and student participation</p> <p>Teacher observation and student participation</p> <p>Teacher observation and student participation</p>	<p>Integrated Language Arts and Mathematics Lesson</p> <p>Refer to vocabulary cards in Teacher’s Edition TR55-57</p> <p>To schedule visit with the Mayor, contact The Mayor’s Action Coordinator at 973-263-4262</p>

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APPENDIX A SAMPLE AUTHENTIC ASSESSMENT

Welcome to the United States

The United States has been chosen to host the Olympics. We have been asked to teach children from other countries about the United States. Your task is to create a flyer that best represents our country.

This flyer should describe what America means to you. What would you want other children to know about the United States? You will need to write about these important highlights. You can also include clip art of American Symbols and discuss their importance to our country. You will share your flyer with the Olympic Children's committee.

Thank you and Good Luck,

The Olympic Children's Committee

Olympics Flyer

Objective:

Students will be able to:

1. use Print Shop to import American symbols clip art
2. create a flyer
3. present their flyer to the class.

Assessment Overview:

This Olympics Flyer is an authentic assessment performance task used as a culminating assessment for the study of My Country and American Symbols.

Students will use Print Shop to import symbols and to write about important highlights of the United States. They will present their finished product to the Olympic Children’s Committee (the class).

The teacher will provide prior knowledge of America and its symbols.

Teacher will provide websites, books and printed materials for the students to use as resources. A teacher rubric will be included to assess student performance.

Technology Integration

Students will use Print Shop to import clip art.

Olympics Flyer Rubric

Response Level	Levels of Performance
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<p style="text-align: center;">Expert</p>	<ul style="list-style-type: none"> • • Student incorporates four or more appropriate American symbols. • Student writing is clear and supports the clip art. Student is able to orally present finished product using a clear, audible voice, making eye contact with the audience, and highlighting important aspects of the United States. • There is evidence that the student has a clear understanding of key concepts and procedures.
<p style="text-align: center;">Practitioner</p>	<ul style="list-style-type: none"> • • Student incorporates three appropriate American Symbols. • Student writing is mostly clear and supports the clip art. Student is able to orally present finished product for the most part using a clear, audible voice, making eye contact with the audience, and highlighting important aspects of the United States. • There is evidence that the student has an understanding of key concepts and procedures for the most part.
<p style="text-align: center;">Apprentice</p>	<ul style="list-style-type: none"> • • Student incorporates two appropriate American symbols. • Student writing maybe difficult to follow and might not support the clip art. Student may or may not be able to orally present finished product using a clear audible voice, making eye contact with the audience, and highlighting important aspects of the United States. • There is minimal or limited evidence that the student has a clear understanding of key concepts and procedures.
<p style="text-align: center;">Beginner</p>	<ul style="list-style-type: none"> • • Student incorporates one appropriate American symbol. • Student writing is very difficult to follow and does not support the clip art. Student is not be able to orally present finished product using a clear audible voice, making eye contact with the audience, and highlighting important aspects of the United States. • There is little if any evidence that the student has a clear understanding of key concepts and procedures.

Interim Assessments for Each Unit of Study

These following writing prompts can be used as a Social Studies and Language Arts Interim Assessments. See Attached Rubric for Social Studies/Language Arts writing prompts

1. Unit 1. Myself, My Family, My School

Writing prompt: What do we learn from our families, our schools and our communities?

2. Unit 2. My Community/Economics

Writing prompt: Write a story about a choice you made when you had money to spend.

3. Unit 3. My Country

Writing prompt: Write about a place that is a symbol of our country.

New Jersey Registered Holistic Scoring Rubric

**In Scoring, consider the grid
of
written**

language Score	Inadequate Command 1	Limited Command 2	Partial Command 3	Adequate Command 4	Strong Command 5	Superior Command 6	
Content & Organization	<ul style="list-style-type: none"> • May lack opening intended and/or closing 	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • Generally has opening message to intended audience 	<ul style="list-style-type: none"> • Opening and closing 	<ul style="list-style-type: none"> • Opening and closing 	
	<ul style="list-style-type: none"> • Relates to topic • Opening and closing • Focused • Logical progression of ideas 						
	<ul style="list-style-type: none"> • Minimal response to focus 	<ul style="list-style-type: none"> • Attempts to focus 	<ul style="list-style-type: none"> • Usually has single focus 	<ul style="list-style-type: none"> • Single focus 	<ul style="list-style-type: none"> • Single focus 	<ul style="list-style-type: none"> • Single, distinct focus topic; uncertain 	
		<ul style="list-style-type: none"> • Sense of unity and coherence 	<ul style="list-style-type: none"> • Unified and coherent 	<ul style="list-style-type: none"> • Well-developed 		<ul style="list-style-type: none"> • Key ideas developed 	
	<ul style="list-style-type: none"> • No planning evident; connected ideas 	<ul style="list-style-type: none"> • Attempts organization ideas 	<ul style="list-style-type: none"> • Some lapses or ideas 	<ul style="list-style-type: none"> • Ideas loosely 	<ul style="list-style-type: none"> • Logical progression of ideas 	<ul style="list-style-type: none"> • Logical progression of disorganized ideas 	<ul style="list-style-type: none"> • Few, if any, flaws in organization
		<ul style="list-style-type: none"> • transitions between 	<ul style="list-style-type: none"> • May lack some transitions between 	<ul style="list-style-type: none"> • Transition evident 	<ul style="list-style-type: none"> • Moderately fluent 	<ul style="list-style-type: none"> • Fluent, cohesive ideas successful 	
	<ul style="list-style-type: none"> • Details random, unelaborated 	<ul style="list-style-type: none"> • Details lack of details 	<ul style="list-style-type: none"> • Repetitious details varied 	<ul style="list-style-type: none"> • Uneven development explicit, and/or pertinent 	<ul style="list-style-type: none"> • Details appropriate and apparent highlight paper 	<ul style="list-style-type: none"> • Details effective, vivid, inappropriate, or barely elaboration, i.e., Several 	
Usage	<ul style="list-style-type: none"> • No apparent control 	<ul style="list-style-type: none"> • Numerous errors errors may be evident 	<ul style="list-style-type: none"> • Errors/ patterns of not interfere with 	<ul style="list-style-type: none"> • Some errors that do 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors 	
	<ul style="list-style-type: none"> • Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers 						
Sentence Construction	<ul style="list-style-type: none"> • Assortment of incomplete and/or same structure 	<ul style="list-style-type: none"> • Excessive monotony/ syntax 	<ul style="list-style-type: none"> • Little variety in 	<ul style="list-style-type: none"> • Some errors that do not interfere with structure, and length 	<ul style="list-style-type: none"> • Few errors incorrect sentences 	<ul style="list-style-type: none"> • Very few, if any, errors Numerous errors 	
Mechanics	<ul style="list-style-type: none"> • Errors so severe they detract from meaning 	<ul style="list-style-type: none"> • Numerous serious errors 	<ul style="list-style-type: none"> • Patterns of errors evident 	<ul style="list-style-type: none"> • No consistent pattern of errors • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors 	
	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation 						

New Jersey Registered Holistic Scoring Rubric (continued)

Non-Scorable Responses	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

APPENDIX C

NEW JERSEY STUDENT LEARNING STANDARDS AND MODIFICATIONS

Social Studies Standards: <http://www.nj.gov/education/cccs/2014/ss/>

21st Century Life and Careers Standards: <http://www.nj.gov/education/aps/cccs/career/>

Technology Standards: <http://www.nj.gov/education/aps/cccs/tech/>

English Language Arts Standards: <http://www.nj.gov/education/aps/cccs/lal/>

Math Standards : <http://www.nj.gov/education/aps/cccs/math/>

Suggestions for modifications and adaptations: [Modifications and Adaptions](#)

