



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Social Studies
Grade Span: Grade 1
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COURSE OVERVIEW

Description

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. (NJ State Learning Standards, Social Studies)

Goals

Civics, Government, and Human Rights

- Citizenship begins with becoming a contributing member of the classroom community.
- Rules and laws are developed to protect people's rights and the security and welfare of society.
- How to promote growth of personal freedom, individual responsibility, equality, and respect for all members of society, no matter what gender, age, race, or religion.
- Compare and contrast rules made in different settings (school, home, and community)
- Explore cause and effect relationships of following the rules vs. not following the rules.

Geography, People, and the Environment

- Read and interpret maps
- Understand that spatial thinking and geographic tools can be used to describe the organization of people, places, and environments on Earth
- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Economics, Innovations and Technology

- Economics is a driving force for the occurrence of various events and phenomena in societies
- Understand financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment
- Explore cause and effect relationships between wants and needs.

History, Culture, and Perspectives

- Individuals and families have unique characteristics
- Study multiple perspectives, belief systems and culture in order to connect to public action to build a more diverse world.
- There are many different cultures within the classroom and community
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and nation.
- Apply strategies for reading nonfiction
- Compare and contrast immigration in the past to immigration today
- Write a sequential explanatory text about a family tradition

Scope and Sequence		
Unit	Topic	Length
Unit 1	U.S. History: America in the World - Civics, Government, Human Rights	MP 1
Unit 2	U.S. History: America in the World - Geography, People, and the Environment	MP 2
Unit 3	U.S. History: America in the World - Economics, Innovations, and Technology	MP 3
Unit 4	U.S. History: America in the World - History, Culture, Perspectives	MP 4
Resources		
<p>Core Text: See lessons for activities and links to individual lesson plans</p> <p>Suggested Resources: See each lesson</p> <p>Sign up for a free account for more Amistad resources: http://www.njamistadcurriculum.net/history/units</p>		

UNIT 1: U.S. History: America in the World - Civics, Government, Human Rights

Summary and Rationale	
<p>Students will learn concepts about the government. They will learn about rules and laws and how they help keep us safe and help to resolve conflicts. They will apply what they learned to rules in the classroom and school. They will collaborate with others to come up with rules for the common good of their classroom. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. (NJ State Learning Standards, Social Studies)</p>	
Recommended Pacing	
<p>This unit is to be taught over the course of the first marking period. Five lessons have been provided. Teachers may teach each lesson’s objectives over the course of several days.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
Core Idea:	<i>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).</i>
6.1.2. CivicsDP.2 :	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
Core Idea: 6.1.2. CivicsPR.1: CivicsPR.2:	<i>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</i> Determine what makes a good rule or law. Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
Standard	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Standard	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Instructional Focus	
Unit Enduring Understandings	

- Understand as citizens, people have responsibilities in their home, school, and community.
- Know about the roles of family members and people at school and in the community.
- Recognize the importance of rules and laws in the family, school, and community.

Unit Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Objectives

Students will know:

- Citizenship begins with becoming a contributing member of the classroom community
- Rules and laws are developed to protect people’s rights and the security and welfare of society
- How to promote growth of personal freedom, individual responsibility, equality, and respect for all members of society, no matter what gender, age, race, or religion
- Compare and contrast rules made in different settings (school, home, and community)
- Explore cause and effect relationships of following the rules vs. not following the rules

Students will be able to:

- Understand Classroom Community
- Know and identify Community Helpers
- Know and identify a School Community
- Describe how citizenship begins with becoming a contributing member of the classroom community
- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good
- Understand the Purpose of Rules and Responsibilities
- Describe cause and effect relationships of following the rules vs. not following the rules
- Describe how Government is based on shared authority, fairness, and equality
- Compare and contrast rules made in different settings (i.e. school, home, and community).

Resources

***Teachers will incorporate additional books as needed**

Core Text:

See individual lessons or links to lessons below.

Possible Activities

Lesson 1: This lesson introduces the definition of community, and challenges students to explore the characteristics of their own community and the importance of giving to the community.

Students will be able to:

- define community and neighborhood
- respond to an example of a community in literature
- recognize that communities form when people work together for a common purpose
- list places that help or give service in the community

Utilize this link for the complete lesson plan: <https://www.education.com/resources/first-grade/?q=community>

Suggested Resources:

- Linked Lesson
- A pail of water
- Construction paper and scissors
- Humphrey the Lost Whale: A True Story, by Wendy Tokuda (see Bibliographical References)

Lesson 2: Students will learn about the importance of rules for the common good through a read aloud and discussion of "Miss Nelson is Missing". Students will work in groups to brainstorm lists of rules that would be helpful to the students in Miss Nelson's class and the common good of the school/classroom community.

Students will be able to:

- identify some reasons for having rules in school
- identify situations in which people act as good citizens in the school community
- create rules for the common good of the school and classroom community

Sequence of Activities:

1.
 - Ask students if they have ever heard of the word "mystery." Solicit descriptions and examples.
 - Next ask if anyone knows of a mystery story that takes place in a classroom.
 - Introduce Miss Nelson Is Missing. Tell the class that the story is about a class whose teacher is missing. Her students decide to look for her.
 - Set the listening purpose: to determine why Miss Nelson left her classroom.
 - Read the story.
2.
 - Discuss with the students: Why was Miss Nelson missing? What happened to Miss Viola Swamp? Whose black dress was in Miss Nelson's closet? Why did Miss Nelson pretend to be Miss Viola Swamp?
 - Help the students to conclude that Miss Nelson did not like the way her students were behaving. Discuss why it would bother a teacher that her class behaved like Miss Nelson's class. (Miss Nelson did not feel her students were learning.)
3.
 - Ask students who else was affected by the students' behavior? How were they affected? (The students in the class were affected because they were not able to learn.)
 - Ask students what Miss Nelson's class needs in order to provide a better place for learning and a happier place for everyone to be. (Classroom rules would be an answer to the problem.)
 - Explain to students that rules are needed for the common good. This means that the students in Miss Nelson's class need to work together for the benefit of all.
4.
 - Divide the class into groups of four or five. Ask each group to brainstorm some class rules that would benefit everyone in Miss Nelson's class, rules that are for the common good (the benefit of everyone in the class) and to record them in their interactive Social Studies notebooks.
 - After three to five minutes, ask each group to share one of their rules.

- Use their examples to make a master list on a chart. As you ask each student for an example of a rule, ask him or her to explain how that rule is for the common good.
- Students will share what they learned and make a final copy of their rules.

Suggested Resources:

- Miss Nelson Is Missing by Harry Allard and James Marshall
- Chart paper
- Class rules family letter (attached)
- Interactive Social Studies Notebook (composition notebook)

Optional Extension: Send class rules letter home for families to review, sign, and return (see attached).

Lesson 3: This lesson explains how voting is one of the most important ways citizens can help make changes to their community and improve American democracy, through a shared reading of "Election Day".

Students will be able to:

- explain how voting can change things in their city, state or country
- describe how voting contributes to the common good

Utilize the attachments for the complete lesson plan and handouts.

Suggested Resources:

- Election Day by Anthony Curran (attached)
- Unit 2 Lesson 3 Lesson Plan (attached)
- Unit 2 Lesson 3 Handouts (attached)
- Voting Discussion Cards (attached)

Optional Extension:

Use discussion cards after reading to facilitate a meaningful discussion about voting with your class (see attached)

Lesson 4: Students will understand that their responsibilities at home and at school are alike and different. Use one of, or a combination of read alouds, to connect to the idea that at times the children in your class have responsibilities at home that differ from their responsibilities at school or in contrast, have responsibilities in each place that are similar.

Students will be able to:

- compare and contrast rules made in different settings (school, home, and community)
- explore cause and effect relationships of following the rules vs. not following the rules

Sequence of Activities:

1.
 - Discuss the meaning of the word "responsibility".
 - Share various examples of responsibilities that you have both as your role of being a teacher and the role you fill at home.

- 2.
- Read a text that ties into one's individual responsibility in a given place (school, home) such as: "The Paperboy", "What Can a Citizen Do?", or "Lilly's Purple Plastic".
 - Discuss and create a T-chart of the responsibilities students have at school and at home.

- 3.
- Have students choose one example of a responsibility they have at home, one at school, and one that they do both at home and at school.
 - Students will draw and label illustrations to show their choices on handout (attached) which can be glued into their interactive Social Studies notebooks.
 - Volunteers may use the document camera to share their illustrated and labeled examples.

Suggested Resources:

- Chart paper
- Unit 1 Lesson 4 Responsibilities Handout (attached)
- Social Studies Interactive Notebook
- One of the following texts: The Paperboy by Dav Pilkey, What Can a Citizen Do by Dave Eggers, Lilly's Purple Plastic Purse by Kevin Henkes

Lesson 5: Students will be able to identify the leaders and roles associated with the three branches of the United States government.

Students will be able to:

- explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good
- describe how Government is based on shared authority, fairness, and equality

Sequence of Activities:

- 1.
- Invite students to think about all the different people in a school and describe their primary duties (ex: teacher, custodian, principal, recess aid, etc...)
 - Describe how all jobs are necessary in their own way, but that the people in these positions must work together to make the school successful as a whole unit.
 - Relate this to the government by explaining that each of its three branches have their own special duties, but that they work together in many ways for the common good of our country.
 - Display image of the three branches of government, describing the job titles underneath each branch (attached)
- 2.
- Invite students to watch the Brain Pop Jr. video – Branches of Government video (linked).
 - Review the jobs and titles found in each branch.
 - Introduce the idea of checks and balances, specifically targeting the idea of fairness and equality amongst members of the government.
 - Discuss with students: Why is it beneficial to have each branch of government have a different job? What do you think would happen if one branch had way too much or all the power?

3.

-Give a handout to each student and review what it says as a class.

-Students may work cooperatively or independently to sort the correct job title and description under the correct branch in their interactive Social Studies notebooks.

-As a class, review sorting activity.

-Pose final discussion for students to share with their groups: What branch would you be a part of if you could be, and why?

Suggested Resources:

-Brain Pop Jr. video – Branches of Government video:

<https://jr.brainpop.com/socialstudies/government/branchesofgovernment/>

-Unit 1 Lesson 5 Branches Image for Display (attached)

-Unit 1 Lesson 5 Branches of Government Handout (attached)

-Interactive Social Studies Notebook

UNIT 2: U.S. History: America in the World - Geography, People, and the Environment

Summary and Rationale	
<p>In this unit, students will learn about basic map features including landforms and cardinal directions. Learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. (NJ State Learning Standards, Social Studies)</p>	
Recommended Pacing	
<p>This unit is to be taught over the course of the second marking period. Four lessons have been provided. Teachers may teach each lesson’s objectives over a course of a few days.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
<p>Core Idea: 6.1.2. Geo.SV.2:</p>	<p><i>A map is a symbolic representation of selected characteristics of a place.</i> 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).</p>
<p>Core Idea: 6.1.2. Geo.HE.2: Geo.HE.4</p>	<p><i>Environmental characteristics influence the how and where people live.</i> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). Investigate the relationship between the physical environment of a place and the economic activities found there.</p>
Standard	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Standard	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Standard	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
Instructional Focus	
Unit Enduring Understandings	

- Maps are an important tool that show a view of a specific area of the world.
- A United States map shows where different states are located in the U.S.
- The Earth is made up of many kinds of land and water.

Unit Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

Objectives

Students will know:

- How to read and interpret maps
- Everyone is part of a larger neighborhood and community
- Spatial thinking and geographic tools can be used to describe the organization of people and environments on Earth

Students will be able to:

- Identify Map Features
- Read and use maps to Explain Location/Spatial Relationships in Piscataway
- Read and interpret maps
- Know and identify landforms
- Understand that spatial thinking and geographic tools can be used to describe the organization of people, places, and environments on Earth
- Compare and contrast information that can be found on different types of maps and determine how the information may be useful

Resources

***Teachers will incorporate additional books as needed**

Core Text:

See individual lessons or links to lessons below.

Possible Activities

Lesson 1: Students will understand that everyone is part of a larger neighborhood and community by use of the read aloud “Country Kid, City Kid”. Students will take part in class discussions comparing the varying lives of two different children and complete an activity cooperatively to show how their neighborhoods and communities affect their way of life.

Students will be able to:

- understand that spatial thinking can be used to describe the organization of people, places, and environments
- describes ways that *where* a person lives affects *how* they live
- become aware of individuals’ relationships to people, places, and resources in the local community and beyond
- understand that places are characterized by their physical properties

Sequence of Activities:

1.
 - Invite students to think about where they live and what they are able to do in their particular community of Piscataway (go to parks, visit shopping malls, go grocery shopping to both big box stores and small farmer's markets, etc).
 - Tell students that we are going to read about two children who live in very different places from one another.
 - Split the class into two separate groups and tell them that one half will be paying very close attention to how the boy in the story lives, while the other half should think about how the girl lives. Both groups will see that the community makes a vast difference in these children's ways of life.

2.
 - While reading, pause and ask turn and talk questions that allow students to make contrasting connections: Why doesn't Jody hear cows mooing outside her window in the morning? Why can only Ben can hear cows? Why is it that Jody and her mom can go to neighborhood shops and markets every few days for their groceries, but Ben's family takes one big trip to a grocery store even less often?

3.
 - After reading, have students pair up with a child from the opposite group and review the handout as a class (see attached).
 - Students will work collaboratively to draw illustrations on the differences between the two communities, as well as add one sentence telling about how the location *where* someone lives affects *how* they live.
 - Pose final discussion for students to share with the whole group: How does living in Piscataway affect your way of life?

Suggested Resources:

- Country Kid, City Kid by Lindsay Root
- Unit 2 Lesson 1 Handout (attached)

Lesson 2: Students will learn about, observe, and sort the many landforms and bodies of water that can be found on maps and globes.

Students will be able to:

- understand that Earth is made up of many landforms and bodies of water
- know and identify landforms
- compare and contrast information that can be found on different types of maps and determine how the information may be useful

Sequence of Activities:

1.
 - Tell students that our world is made up of many interesting places, some of which have different kinds of natural features on Earth's surface. Invite students to close their eyes, give them hints to make them picture a landform in their minds, for example: this landform is a mountain with a hole at the top, sometimes there are explosions where hot lava may come out of the hole, what am I?
 - Continue with bodies of water as well to gauge the students' prior knowledge before beginning the lesson. Emphasize that bodies of water can either be natural or man-made, give examples if needed.

2.

- Invite students to watch the Brain Pop Jr. video – Landforms video (linked).
- Review once more that landforms are not the only naturally occurring things on Earth but that it is also made up of many bodies of water. Have students share bodies of water they already know of and fill in any that the class has missed that should be discussed.
- Project map of New Jersey (or United States – teacher preference, attached) on whiteboard. Point out/discuss the symbols on the map.
- Invite the students to observe the map and play a few rounds of ‘I Spy’, for example: I spy with my little eye... a landform that is not flat, but is not as tall as a mountain, what is it? Or, I spy with my little eye... a body of water that is usually very long and almost always flows into the ocean, what is it?
- Alternatively, or in addition to, you could use these possible discussion questions, allowing students to come to board to point out their answers: What do you notice? What bodies of water or landforms can you see/identify? Where are some places on this map that you would want to live if you wanted to be near the ocean? What about if you wanted to live near the mountains? How do you know?

3.

- Give a handout to each student and review what it says as a class.
- Students may work cooperatively or independently to sort the correct landform and body of water name to its picture, in their interactive Social Studies notebooks.
- As a class, review sorting activity.

Suggested Resources:

- BrainPop Jr. Video – Landforms: <https://jr.brainpop.com/science/land/landforms/>
- Map of the United States/New Jersey (teacher preference) that has various landforms/bodies of water (possible example attached – Unit 2 Lesson 3 Map of New Jersey)
- Unit 2 Lesson 2 Landforms and Water Handout (attached)

Optional Extension: Provide interview questions for students to bring home, asking families to share experiences they have had seeing/visiting landforms and bodies of water (for example: hiking on a mountain, seeing volcanoes on vacation, visiting the beach/ocean, etc...) to encourage family discussions about landforms/bodies of water.

Lesson 3: Students will discuss the purpose of symbols and describe symbols that they are used to seeing and interpreting in everyday life. Students will then read and interpret a map of Piscataway after learning more about map features from a short video which will detail symbols, keys, landforms, and bodies of water all found on maps. The class will discuss why symbols are helpful to use while exploring yet another type of map (one of Piscataway).

Students will be able to:

- identify features on a map of Piscataway, NJ
- use a map/maps to explain location/spatial relationships in Piscataway
- interpret maps and identify landforms
- understand that spatial thinking and geographic tools can be used to describe the organization of people, places, and environments on Earth

Utilize this link for the complete lesson plan:

<http://www.worldmapsonline.com/LESSON-PLANS/k-3-us-map-lesson-2-introduction-to-symbols.htm>

Suggested Resources:

- Linked lesson
- Video on map features: <https://www.youtube.com/watch?v=oBzRq04rliY>
- Large map of Piscataway projected onto whiteboard (if unable to obtain, any large map that contains various symbols can be utilized for this lesson.)
- Chart Paper
- Post its

Lesson 4: Students will create a map to show the path Rosie the hen takes around the farm after reading the book "Rosie's Walk". Students will use symbols on the map to represent places/objects which are in the book. Students will walk around the school and create a map to represent their school visually and spatially.

Students will:

- create maps to explain spatial relationships
- utilize symbols, keys, and various other map features

Utilize the attachment for the complete lesson plan.

Suggested Resources:

- Unit 2 Lesson 4 Rosie's Walk Lesson (attached)
- "Rosie's Walk" by Pat Hutchins
- Chart paper
- Clipboards/student
- Map of the school

UNIT 3: U.S. History: America in the World - Economics, Innovations, and Technology

Summary and Rationale	
<p>In this unit, students will learn that people make decisions based on their needs, wants, and the availability of resources. They will also learn that economics is a driving force for the occurrence of various events and phenomena in societies. Students will develop an understanding of financial instruments and outcomes to assist citizens in making sound decisions about money, savings, spending, and investment.</p>	
Recommended Pacing	
<p>This unit is to be taught over the course of the third marking period. Four lessons have been provided. Teachers may teach each lesson’s objectives over a course of a few days.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
Core: 6.1.2. EconET.1: EconET.2: EconET.4:	<i>Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).</i> Explain the difference between needs and wants. Cite examples of choices people make when resources are scarce Explain the impact that decisions about savings, debt, and investment can have on individuals’ lives.
Core: 6.1.2. EconEM.1:	<i>Goods and services are produced and exchanged in multiple ways.</i> Describe the skills and knowledge required to produce specific goods and services.
Standard	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Standard	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Needs are things that we must have to live • Wants are things we would like to have • Various factors cause change in a person’s needs and wants (where you live, supply and demand) • Families earn, spend, and save money in different ways 	
Unit Essential Questions	

- How do people make choices about how money is earned, saved, and spent?
- How do people make economic choices?
- Who provides goods and services to the people in the community?
- Why are goods and services important?

Objectives

Students will know:

- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Financial instruments and outcomes assist citizens in making sound decisions about money, savings, spending, and investment.
- The cause and effect relationships between wants and needs.

Students will be able to:

- Differentiate between basic goods and services
- Illustrate how economics is a driving force for the occurrence of various events and phenomena in societies
- Understand the importance of saving money.
- Differentiate between wants and needs.
- Explore the cause and effect relationships between wants and needs.
- Understand that people make decisions based on their needs, wants, and the availability of resources.
- Understand how financial instruments and outcomes assist citizens in making sound decisions about money, savings, spending, and investment.

Resources

***Teachers will incorporate additional books as needed**

Core Text:

See individual lessons or links to lessons below

Possible Activities

Lesson 1: Students will differentiate the difference between goods and services through several collaborative activities, including but not limited to a game and class discussions.

Students will be able to:

- define goods and services
- differentiate between goods and services
- identify who provides goods and services to the people in the community
- understand how goods and services are important

Sequence of Activities:

1. -Show several items to the class: a food item, a toy, and a scarf. Tell the class that all these items have something in common – they are all grown or made. People can buy these things if they choose to. We call them “goods”.

-Explain to the class that sometimes we buy things that are not grown or made. For example, we could get swimming lessons, a dog walker for our pets, or we may get our teeth cleaned at the dentist! These are all things we pay for, but are not “goods”, instead they are called “services”- It is a service someone provides for us.

2.

-Invite students to watch the Brain Pop Jr. video – Goods and Services video (linked).

-Discuss (or turn and talk) several possible goods that could be purchased in our own community.

-Tell class, “Now that we have discussed different goods we can get in or near Piscataway, let’s play a game all about jobs that provide services!”

-Display Unit 3 Lesson 1 Job Riddles Game (attached) on whiteboard and play a game with the whole group – discuss the services the professionals with these jobs provide for others.

2.

-Introduce and review Unit 3 Lesson 1 Goods and Services Handout (attached)

-Assist class in cutting, folding and gluing their Goods and Services handout sheet to their interactive social studies notebook

-Have students work collaboratively with their groups to generate a list of goods and services for students to draw and/or write (teacher preference) on the proper tab on their handout

-Wrap up the lesson with a final question: how are goods and services important to all members of a community?

Suggested Resources:

-BrainPop Jr. Video – Goods and Services:

<https://jr.brainpop.com/socialstudies/economics/goodsandservices/>

-SS Unit 3 Lesson 1 Job Riddle Game (attached)

-SS Unit 3 Lesson 1 Goods and Services Handout/student (attached)

Lesson 2: *This activity may be split into two class periods* Students will understand the differences of wants and needs and be able to offer examples after today’s lesson. The read aloud of “Those Shoes” will help students dictate the core difference between wanting something and needing it, as well as the importance of purchasing those needs *before* purchasing wants. This lesson is a precursor to the following lesson, about saving and spending.

Students will be able to:

-define needs and wants

-differentiate between needs and wants

-describe how people make decisions based on their needs, wants, and the availability of resources

Sequence of Activities:

1.

-Ask students to think about a time they really wanted something. Ask them if they *needed* the thing they are thinking of, or if they just *wanted* it. Clarify the difference with the class.

-Share an anecdote with the class about wanting something, but not necessarily needing it. Then share an anecdote with the class about something you did need, and how you got it, as it relates to saving and spending if possible (to plant the seed for our upcoming lesson).

-Allow students to share anecdotes and correct or direct them when necessary.

2.

-Set the purpose for today's reading: We are going to read a story about a boy named Jeremy, who really wants a pair of shoes he sees all the other kids wearing. Jeremy learns a very valuable lesson about needs and wants in this story. Let's read to see how he and his family determined what was really important in order to make tough decisions.

-Possible questions to ask the class while reading: Why do you think Jeremy wants 'those shoes' so badly? What does his grandma mean when she says, "there's no room for want around here, only need"? Why do you think his grandma saved money for boots for him instead of saving for 'those shoes' he wanted so badly? Why do you think it was such a hard decision for Jeremy to make, when he decided to give 'those shoes' to Antonio? What would you have done? Have you ever given someone something they needed? How did that feel?

3.

-Review the following key concepts: Needs should be purchased before wants. Families have limited resources and need to make choices on what to save money for, and what to spend money on. Resources can be reused by giving others what you can no longer use or things that you no longer need.

4.

-Display the Lesson 2 Posters (attached) and have a class discussion about the wants and needs for different characters in the story, "Those Shoes".

-As a class, play a Wants and Needs sorting game (attached). Each child will receive one want or need card. On the board will be a hanging pocket chart with one side labeled WANT and the other side labeled NEED. One at a time, children will read their item card and decide which side the item belongs on. Children may get help from others if they are unsure. If clarification is needed after items are sorted, help smooth out any confusion.

-For independent practice, choose any of the attached handouts for your students to complete in class, for homework, and/or for morning work.

Suggested Resources:

- Those Shoes by Maribeth Boelts
- SS Unit 3 Lesson 2 Posters (attached)
- SS Unit 3 Lesson 2 Sorting Cards and Handouts (attached)
- Pocket Chart

Lesson 3: Students will be introduced to economics by learning the difference between saving and spending money through a read aloud of "Bunny Money". They will then make decisions about how they would save and spend their own money.

Students will be able to:

- define goods, needs, wants, saving, and spending
- understand the importance of saving money
- understand how banks can allow people to make saving money easier for people who have future spending goals

Sequence of Activities:

1.

-Ask students if they have ever bought a birthday gift for a friend or family member. Have several volunteers share what was purchased and for whom it was purchased for.

-Explain that the items purchased were goods, which are objects that satisfy people's wants. Ask the students for other examples of goods that they have and use. (Answers will vary but may include books, toys, food, or clothing.) Note: It is possible but unlikely that students would have bought a service. If a service is mentioned, point out that it is a service, which we will focus on more in the next lesson.

2. Ask if anyone bought the gift using his or her own money. Tell the students who did buy gifts that they were spending their money, which is exchanging money for items you want now. Explain that they could also save their money.

-Saving is when you keep money to spend in the future. Ask who has saved money they have received from allowances or gifts.

-Explain that we will read a story called "Bunny Money" that is about two bunnies, Max and Ruby, who go shopping for a birthday gift for their grandma.

-Tell class to listen carefully to the money-spending decisions they make in the story.

3.

-Read "Bunny Money"

-When the story is finished, lead the class in a discussion about spending and saving money, the following questions may be helpful in fostering responses: How many dollars had Ruby saved and put in her wallet for the shopping trip? What did Ruby plan to purchase for her grandmother? Why didn't Ruby buy the music box? How did Max spend some of Ruby's money? Why was Ruby upset with Max? How did Ruby and Max get home from the shopping trip? Do you think Max made smart spending decisions? Why or why not?

4.

-Remind students that Ruby didn't buy the music box for Grandma because she hadn't saved enough money. Tell them that it is helpful to have a goal in order to save. Describe a savings goal as something you try to reach or hope to achieve. Savings goals can be for goods you want to buy soon or goods you want to buy later. When you work toward a savings goal, it keeps you from spending your money now, so you will have enough saved to purchase your goal item in the future.

-Ask students if they know what a piggy bank is. Discuss the purpose of a piggy bank as a class, then lead the discussion to teaching what an actual bank is.

-Tell students that people of all ages save money in a bank, so that it keeps them from spending money that they are trying to save. Relate this to something Ruby and Max could have done to achieve their goal of buying their grandma her special gift.

-After reviewing that the bunnies were unable to purchase the gift because they did not make smart saving and spending decisions, invite students to think about what decisions they may make with their own money.

4.

-Give a handout to each student and review what it says as a class.

-Share an anecdote about a time you needed something and decided to spend money on it, and an anecdote about a time you wanted to buy something special but had to save for it (for example: purchasing yummy-smelling markers for the classroom versus saving money for a new computer)

-Invite students to put themselves in a decision-making position in terms of saving money and spending money by having them illustrate 3 things they would like to spend their money on now, versus 3 things they would like to save their money for.

-Allow volunteers to share their responses on the document camera.

Suggested Resources:

- Bunny Money by Rosemary Wells
- Unit 3 Lesson 3 Saving and Spending Handout (attached)

Lesson 4: After reading and discussing a story about a family during the Great Depression, students differentiate between goods, services, barter, and money. Students are led through several rounds of a barter activity that incorporates math skills. Through this activity, students learn about the difficulties of using barter to satisfy wants.

Students will be able to:

- differentiate between goods and services
- explain a consumer's role in buying goods and services
- define barter and income
- explain that people make trades using money and using barter
- understand that people make decisions based on their needs, wants, and the availability of resources
- illustrate how economics is a driving force for the occurrence of various events and phenomena in societies

Utilize this link for the complete lesson plan:

<https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-barter-vs-money.pdf>

Suggested Resources:

- Linked Lesson
- A copy of "Potato: A Tale from the Great Depression" by Kate Lied (ISBN: 0-7922-6946-2)
- A paper lunch bag for each student filled per instructions in the preparation section below
- Approximately 60 small items that children might like, such as pencils, erasers, paper clips, stickers, small toys, sticky notes, note pads, miniature candy bars and ink pens, which will be placed in lunch bags
- A pencil and a piece of paper for each student
- Visual 1 (attached)
- A copy of Handout 1 for the teacher (attached)
- A copy of Handout 2 for each student (attached)
- CD player and CD

UNIT 4: U.S. History: America in the World - History, Culture, Perspectives

Summary and Rationale	
<p>In this unit, students will learn that individuals and families have unique characteristics and that there are many different cultures within the classroom and community. Students will understand that immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. Students will study key historical events, documents, and individuals and how they led to the development of our nation.</p>	
Recommended Pacing	
<p>This unit is to be taught over the course of the fourth marking period. Four lessons have been provided. Teachers may teach each lesson’s objectives over a course of a few days.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
<p>Core Idea: 6.1.2. HistoryCC.3:</p>	<p><i>Understanding the past helps to make sense of the present.</i> Make inferences about how past events, individuals, and innovations affect our current lives.</p>
<p>Core Idea: 6.1.2. HistoryUP.2:</p>	<p><i>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</i> Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.</p>
Standard	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Standard	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Standard	
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
Instructional Focus	
Unit Enduring Understandings	

- We live in a diverse society and we need to respect cultural differences.
- Families share stories with each other about their past.
- History is made up of stories about the past.

Unit Essential Questions

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Objectives

Students will know:

- Individuals and families have unique characteristics.
- There are many different cultures within the classroom and community.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and nation.
- Strategies for reading nonfiction.
- How to write explanatory texts

Students will be able to:

- Apply strategies for reading nonfiction
- Describe how individuals and families have unique characteristics
- Identify and describe the many different cultures within the classroom and community
- Identify characteristics of families
- Define and describe family traditions
- Know and understand how and why immigration to America took place
- Compare and contrast immigration in the past to immigration today
- Write a sequential explanatory text about a family tradition

Resources

***Teachers will incorporate additional books as needed**

Core Text:

See individual lessons or links to lessons below.

Possible Activities

Lesson 1: Students will learn about several different types of families through a read aloud of “All Kinds of Families”. This read aloud will facilitate a class discussion how all individuals and families can be different, however those differences are what makes them special. Students can also make the connection that their classmates come from different families than their own but are special in their own way. ***Holocaust/Amistad/LGBTQ Crosswalk**

Students will be able to:

- discuss differences between family units
- identify why their family is important to them, and what makes them different from other families
- identify and describe the many different backgrounds within the classroom and community

The complete lesson plan can be found at the following link:
<https://www.education.com/resources/first-grade/?q=family>

Resources:

- Linked Lesson
- Family pictures (optional for extension)
- Pencils, crayons, markers
- All Kinds of Families by Norma Simon
- String or yarn
- Tape or stapler

***Additional Suggested Resources:**

- Family Means by Matthew Ralph
- My Family, Your Family by Lisa Bullard
- This is my Family by Bobbie Kalman

Lesson 2: *This activity should be split into several class periods* Students will learn that in society, there are several different cultures and each of them are special and important. They will compare different family characteristics and traditions that the class identifies through several periods/days of read alouds. Teachers can use a combination of the following read alouds, or include their own favorites, that illustrate the ideals of this lesson: Mei Mei Loves the Morning, Too Many Tamales, The Relatives Came and Grandpa Cacao.

Students will be able to:

- describe how individuals and families have unique characteristics
- identify characteristics of families
- define and describe family traditions
- compare cultures and traditions

Sequence of Activities:

1.
 - Give and explain examples of traditions. (i.e. special meals, rites of passage, yearly celebrations, inheritance, religious, naming, special family times). The focus should be on traditions and not necessarily on holidays for this lesson. However, holidays may and should be included in discussion of family traditions.
 - Explain that these traditions make up a person's culture.
2.

Teacher will share from own experience, including pictures of these traditions. For example:

 - Every summer my family has a big barbeque party where we all cook and gather to eat and play games.
 - Every time we visit Portugal, we go to my grandparent's favorite bakery and eat their favorite pastry.
 - At weddings we do a special dance called, "Bat o Pe".
3.
 - Teacher will read each story about different families/traditions/cultures across several days, comparing and contrasting different families with the class during each session.

-After reading, facilitate a conversation by asking students: What was surprising to you about these family traditions? Are they similar to yours? Are they different? How?
-Teacher will create a t-chart on chart paper that class will add to after reading each book titled: Alike versus Different. Students will compare different cultures, finding the similarities and differences between them.

4.

-Send home a letter to parents asking them to talk about family traditions with their child and send a list of those the following school day. Suggest sending photos along with the list to display in the classroom.
-Upon returning to school with ideas and photos, ask students to share family traditions that are special to them.
-If students do bring photos, clothes pin them to a string hung around the room as a reminder of special classroom cultures for the remainder of the unit.

Suggested Resources:

-Mei Mei Loves the Morning by Margaret Holloway Tsubakiyama
-Too Many Tamales by Gary Soto
-Grandpa Cacao by Elizabeth Zunon ***Amistad**
-The Relatives Came by Cynthia Rylant
-Chart Paper
-Parent letter
-Personal photographs of teacher's family participating in family traditions

***Additional Suggested Amistad Resources**

My Family Celebrates Kwanzaa by Lisa Bullard

Prominent African-Americans in US History

Have you Thanked an Inventor Today? by Patrice McLaurin

***Additional Suggested Holocaust Resources**

The Story of Hanukkah by David Adler
My Family Celebrates Hanukkah by Lisa Bullard
Holidays Around the World: Celebrate Hanukkah: With Light, Latkes and Dreidels by Deborah Heiligman

***Additional Suggested AAPI Resources**

Prominent Asian-Americans in US History

I Am An American: The Wong Kim Ark Story by Martha Brokenbrough ***Contribution-Citizenship**
Maya Lin: Artist-Architect of Light and Lines by Jeanne walker Harvey ***Contribution-Vietnam Veterans Memorial**
The Story of Gandhi: A Biography Book for New Readers by Susan Katz ***Contribution-Equal Rights**

Optional Extension: Have students think about a cultural tradition they may want to create/invent (language, food, ritual, dance, etc). Have them draw a picture and write a few sentences on why they would want people to practice that tradition.

Lesson 3: *This activity should be split into several class periods* Students will choose their favorite family tradition and create a 4-step "How To" writing booklet teaching about how to do/enjoy/complete that tradition.

Classmates will learn about and celebrate one another's cultures through a "Class Culture Gallery" after booklets have been completed.

Students will be able to:

- Describe how individuals and families have unique characteristics
- Identify and describe the many different cultures within the classroom and community
- Identify characteristics of families
- Define and describe family traditions
- Write a sequential explanatory text about a family tradition

Sequence of Activities:

1.
 - Tell students that we read many stories about different cultural and family traditions. In some of those stories we learned how to do things by reading about different activities. We also learned about different traditions done by our own classmate's families.
 - Tell students that they will each write a booklet about how to complete their family's cultural tradition.
 - Remind students that when we write "How-To" booklets, we create a step by step sequence.
 - Teacher may share an example of a teacher-made "How-To" booklet on the document camera to give students an idea of how to organize their steps.
2.
 - Students will choose their favorite tradition and write 4 (or more) steps on how to complete it.
 - They will then plan their ideas on a brainstorming page to be approved by the teacher.
 - Students will write sentences and illustrate the first page (step) of his/her booklet.
 - After peer-review and then teacher-review, each student will make any necessary additions or changes and continue writing and illustrating remaining pages of his/her booklet with teacher support.
3.
 - Students will hold a "Class Culture Gallery" with their booklets and special traditional items (if applicable) displayed on their desks.
 - Students will walk around to visit other children's booklets and items to learn more about their classmates' cultures.
 - After the gallery walk, students will come together to share surprising facts, similarities, and major differences. The class will celebrate all the ways in which we are alike and different, noting that all traditions are very special.

Suggested Resources:

- Unit 4 Lesson 3 How-To Writing Booklet Paper Choices (attached)
- Optional: Teacher-Made demonstration booklet

Lesson 4: In this lesson students will learn that everyone in the United States has an immigrant past. Students will take an interactive Ellis Island tour to develop an understanding of the concept of immigration. Throughout the interactive tour, teachers will pose thought-provoking questions that will allow students to put themselves in the shoes of immigrants both past and present. The unit will be wrapped up with a unifying class quilt project.

Students will be able to:

- apply strategies for reading nonfiction

- know and understand how and why immigration to America took place
- compare and contrast immigration in the past to immigration today

The interactive tour of Ellis island can be found here:

<http://teacher.scholastic.com/activities/immigration/tour/index.htm>

The complete lesson plan can be found at the following link:

<http://www.scholastic.com/teachers/lesson-plan/immigration-lesson-plan-grades-k-2>

Suggested Resources:

- Linked Lesson
- Interactive whiteboard (preferred), tablet, or computer screen
- 8-inch squares of white or light-colored construction paper
- Markers, decorations and/or collage materials

***Additional Suggested Amistad Resources**

Watch Me: A Story of Immigration & Inspiration by Doyin Richards **Africa*

Tani's New Home: A Refugee Finds Hope and Kindness in America by Tanitoluwa Adewumi **Nigeria*

Lesson 5: In this lesson, students will learn about slavery and the right to be free. Students will be encouraged to think and talk about the meaning of freedom.

Students will be able to know and understand the following concepts:

- 1.A Being free means being able to choose what your life looks like without interference from others.
- 1.B People and institutions have the ability to restrict freedom by using power to make rules and punishment to make people obey them. People also restrict freedom by intimidating people into acting in certain ways or into not doing certain things.
- 1.C Everybody wants to be free, but some people have more freedom and privileges than other people.
- 1.D Equality means that the same freedoms are held by all people, regardless of their individual or group identities.
- 1.E Equity is when people have what they need to be successful regardless of their identities.
- 1.F People often make rules to serve their own interests. This means that sometimes rules are unfair, but people can work to change them.

Beginning with examples from their classroom, families and communities, students can examine how power is gained, used and explained. They should describe what it means to have power and identify ways that people use power to help, harm and influence situations. Students should examine why societies create rules by discussing the role of rules in classrooms, families and communities. When teaching about rules and authority, challenge students to think about how rules and power can be used to limit people's freedom, and how people fight to assert their own agency. Encourage students to talk about fairness, equality and equity. Students should discuss personal experiences when they have seen rules applied in fair and unfair ways. Ask students how they responded in these situations, and how other people responded when they saw unfair treatment. Students should contrast equity and equality, identifying current problems where there is a need to fight for equity. Many books, including those used to teach reading, can be springboards for these conversations. Teachers do not need to have texts specific to slavery to begin the discussion about these underlying ideas with young students.

***Holocaust/Amistad/LGBTQ Crosswalk**

The framework for TEACHING HARD HISTORY A FRAMEWORK FOR TEACHING AMERICAN SLAVERY can be found at <https://www.tolerance.org/sites/default/files/2019-11/Teaching-Hard-History-American-Slavery-Framework-K-5.pdf>

Suggested Resources:

- Linked Lesson
- Interactive whiteboard (preferred), tablet, or computer screen
- 8-inch squares of white or light-colored construction paper
- Markers, decorations and/or collage materials

***Additional Suggested Amistad Resources:**

The Juneteenth Story: Celebrating the End of Slavery in the USA by Alliah Agostini

Opal Lee and What it Means to be Free: The True Story of of the Grandmother of Juneteenth by Alice Faye Duncan