

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**Curriculum Design Template**

**Content Area:** Social Studies

**Course Title:** Elementary

**Grade Level:** K

**Unit Plan 1: Communities  
All about Communities**

**September/October**

**Unit Plan 2: Geography  
Our Earth**

**November/December**

**Unit Plan 3: Citizenship  
Working Together**

**January/February**

**Unit Plan 4: Economics  
Connecting to the World**

**March/April**

**Unit Plan 5: History  
People and Places in History**

**May/June**

**Unit Plan 6: Culture  
Celebrating our Heritage**

**On-going**

**Date Created:** March 2012

**Board Approved on:** August 18, 2015

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**Unit One Overview**

**Content Area:** Social Studies

**Unit Title:** All About Communities

**Target Course/Grade Level:** Social Studies/K

**Unit Summary**

Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities people help each other and follow rules. Transportation and communication in communities have changed over time.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**9.1 21<sup>st</sup> Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)**

**Learning Targets**

**Content Standards**

**New Jersey Social Studies Standards**

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21<sup>st</sup> Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.**

- Reading Standards for Literature K-5: RL.K.1-K.7, K.9, K.10
- Reading Standards for Informational Text K-5: RI.K.1–K.10
- Writing Standards K-5: W.K.2, K.3, K.5, K.7, K.8
- Speaking and Listening Standards K-5: SL.K.1-K.6
- Language Standards K-5: L.K.1, K.2, K.4-K.6

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.1	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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.3.4.A.1	Evaluate what makes a good rule or law.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• What are neighbors?</li> <li>• What different kinds of communities are there?</li> <li>• What are laws?</li> <li>• What is a good citizen?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that ...</i> <ul style="list-style-type: none"> <li>• A community is a place where people live, work, and have fun together.</li> <li>• A neighbor is someone who lives in the same neighborhood.</li> <li>• There are suburban, rural, and urban areas.</li> <li>• Laws are rules people in a community must follow.</li> <li>• A good citizen is a member of the community who helps others.</li> </ul>
<b>Unit Objectives</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Learn that people live in communities.</li> <li>• Recognize that community members work together for the common good.</li> <li>• Recognize the characteristics of cities, suburbs, and rural areas.</li> <li>• Identify the significance of community landmarks.</li> <li>• Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different.</li> <li>• Identify changes in communication and transportation and explore ways that these changes have affected people's lives.</li> <li>• Identify the qualities of good citizenship and recognize ways to show good citizenship</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Identify where they live using a world address.</li> <li>• Discuss why communities exist.</li> <li>• Identify the characteristics of different communities, including specific landmarks.</li> <li>• Discuss different types of transportation and communication available in their community.</li> <li>• Apply the qualities of good citizenship by following rules and laws.</li> <li>• List ways rules and laws help people.</li> </ul>

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<ul style="list-style-type: none"> <li>Recognize the way rules and laws help communities.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Anecdotal Notes</li> <li>Exit Slips</li> <li>Checklists</li> <li>Presentations or Projects</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios</li> <li>Cooperative Learning Groups</li> <li>Open Ended Questions</li> <li>Vocabulary Quizzes</li> <li>Rubrics</li> </ul>
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>Participation and teacher observation</li> <li>Pre-test, post-test, and daily work</li> <li>State assessments</li> <li>Chapter tests</li> </ul>	<ul style="list-style-type: none"> <li>District benchmarks or interim assessments</li> <li>End of unit tests</li> <li>Anecdotal records</li> <li>Student Report Card grades</li> </ul>
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b>	
<b>ELL:</b>	
<ul style="list-style-type: none"> <li>Work toward longer passages as skills in English increase</li> <li>Use visuals</li> <li>Introduce key vocabulary before lesson</li> <li>Provide peer tutoring</li> <li>Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul>	
<b>Special Education:</b>	
<ul style="list-style-type: none"> <li>Allow extra time to complete assignments or tests</li> <li>Work in a small group</li> <li>Allow answers to be given orally or dictated</li> <li>Use large print books, Braille, or books on CD (digital text)</li> <li>Follow all IEP modifications/504 plan</li> </ul>	
<b>Gifted and Talented:</b>	
<ul style="list-style-type: none"> <li>Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> <li>Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>Organize and offer flexible small group learning activities</li> <li>Provide whole group enrichment explorations</li> <li>Teach cognitive and methodological skills</li> <li>Use center, stations, or contracts</li> <li>Organize integrated problem-solving simulations</li> <li>Propose interest-based extension activities</li> </ul>	
<b>Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:</b>	
<b>Literature:</b>	
<i>Franklin’s Neighborhood</i> by Paulette Bourgeois	
<i>Uptown</i> by Bryan Collier	
<i>Next Stop Grand Central</i> by Maira Kalman	

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

*Town and Country* by Alice Provensen and Martin Provensen

*Madlenka* by Peter Sis

*Mei-Mei Loves The Morning* by Margaret Tsubakiyama

*Grandpa's Corner Store* by Dyanne Disalvo-Ryan

*Yard Sale!* by Mitra Modarressi

**Websites:**

<http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

<http://primarygames.com>

<http://goodnightstories.com/>

<http://bensguide.gpo.gov/k-2/government/index.html>

<http://www.cdm.org>

<http://www.planning.org/kidsandcommunity/>

<http://www.pbskids.org>

[http://www.pacificislandtravel.com/nature\\_gallery/howtoreadamap.htm](http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm)

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21<sup>st</sup> Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.

[NJ Standards 9 Introduction](#)

[21st-Century Life and Career Standards \(with links to CPIs\)](#)

- As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- PBL (Problem Based Learning) tasks found through the resources can be adapted to address various historical/cultural units.
- In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
- The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
- Students must engage in technology applications integrated throughout the curriculum.
- Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**Unit Two Overview**

**Content Area:** Social Studies

**Unit Title:** Our Earth

**Target Course/Grade Level:** Social Studies/K

**Unit Summary**

Our Earth tells about the people, plants, and animals that live on Earth. Maps and globes help us learn about different landforms on Earth. Earth's seasons and its resources affect our lives.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**9.1 21<sup>st</sup> Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)**

**Learning Targets**

**Content Standards**

**New Jersey Social Studies Standards**

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21<sup>st</sup> Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.**

- Reading Standards for Literature K-5: RL.K.1-K.7, K.9, K.10
- Reading Standards for Informational Text K-5: RI.K.1-K.10
- Writing Standards K-5: W.K.2, K.3, K.5, K.7, K.8
- Speaking and Listening Standards K-5: SL.K.1-K.6

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<ul style="list-style-type: none"> <li>Language Standards K-5: L.K.1, K.2, K.4-K.6</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does geography help me?</li> <li>What are important characteristics of our country and world?</li> <li>What different landforms make up our country?</li> <li>What are the four seasons and how do they affect our lives?</li> <li>What is a natural resource and how do we use them?</li> <li>How can we protect the Earth?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Geography tells about the Earth, people, plants, and animals that live on Earth.</li> <li>Our world is made up of seven continents and four oceans.</li> <li>Our country is made up of various landforms and bodies of water.</li> <li>Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.</li> <li>A natural resource is something that is in nature that is ready for people for use.</li> <li>We can protect the earth by making minimal changes and practicing recycling.</li> </ul>
<b>Unit Objectives</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>Identify the United States and its neighbors on a map and globe.</li> <li>Identify the oceans and seven continents on a map and globe.</li> <li>Identify major landforms and bodies of water on maps and globes.</li> <li>Recognize the difference between weather and seasons.</li> <li>Find out how weather patterns affect people's activities.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Utilize a map and a globe to identify the United States and her border neighbors.</li> <li>Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.</li> <li>Distinguish between weather and seasons vocabulary words.</li> <li>Discuss how weather influences personal activity.</li> <li>Describe natural resources and how people are dependent on them to satisfy basic needs.</li> <li>Explain how the Earth has been changed by people.</li> </ul>

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<ul style="list-style-type: none"> <li>• Explain what natural resources are.</li> <li>• Explain how people depend on natural resources to satisfy their basic needs.</li> <li>• Learn how the Earth has been changed by people and identify ways in which people have changed her.</li> <li>• Identify ways of protecting Earth.</li> <li>• Recognize ways people can conserve and replenish natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate how people can protect the Earth and conserve and replenish her resources.</li> </ul>
--	---

**Evidence of Learning**

<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Anecdotal Notes</li> <li>• Exit Slips</li> <li>• Checklists</li> <li>• Presentations or Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Cooperative Learning Groups</li> <li>• Open Ended Questions</li> <li>• Vocabulary Quizzes</li> <li>• Rubrics</li> </ul>
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Participation and teacher observation</li> <li>• Pre-test, post-test, and daily work</li> <li>• State assessments</li> <li>• Chapter tests</li> </ul>	<ul style="list-style-type: none"> <li>• District benchmarks or interim assessments</li> <li>• End of unit tests</li> <li>• Anecdotal records</li> <li>• Student Report Card grades</li> </ul>

<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>• Work toward longer passages as skills in English increase</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• Allow extra time to complete assignments or tests</li> <li>• Work in a small group</li> <li>• Allow answers to be given orally or dictated</li> <li>• Use large print books, Braille, or books on CD (digital text)</li> <li>• Follow all IEP modifications/504 plan</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> <li>• Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Provide whole group enrichment explorations</li> <li>• Teach cognitive and methodological skills</li> <li>• Use center, stations, or contracts</li> <li>• Organize integrated problem-solving simulations</li> <li>• Propose interest-based extension activities</li> </ul>
--

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)



**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**

*The Earth and I* by Frank Asch

*Our Earth* by Anne Rockwell

*Earthdance* by Joanne Ryder

*In November* by Cynthia Rylant

*On the Same Day in March: A Tour of the World's Weather* by Marilyn Singer

*Letter to the Lake* by Susan Swanson

*Our Big Home: An Earth Poem* by Linda Glaser

*River Friendly, River Wild* by Jane Kurtz

**Websites:**

<http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

<http://primarygames.com>

<http://congressforkids.net>

<http://www.50states.com/>

<http://fermi.jhuapl.edu/states/states.html>

<http://www.urbanext.uiuc.edu/world/nres.html>

**Teacher Notes:**

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

### Unit Three Overview

**Content Area:** Social Studies

**Unit Title:** Working Together

**Target Course/Grade Level:** Social Studies/K

#### Unit Summary

A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**9.1 21<sup>st</sup> Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**For further clarification refer to NJ World Class Standards Introduction at [www.nicccs.org](http://www.nicccs.org)**

### Learning Targets

#### Content Standards

##### New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21<sup>st</sup> Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

##### Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Literature K-5: RL.K.1-K.7, K.9, K.10
- Reading Standards for Informational Text K-5: RI.K.1–K.10
- Writing Standards K-5: W.K.2, K.3, K.5, K.7, K.8
- Speaking and Listening Standards K-5: SL.K.1-K.6
- Language Standards K-5: L.K.1, K.2, K.4-K.6

#### K-2 Contributors to Curriculum Development

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.1	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.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.13	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4.A.1	Evaluate what makes a good rule or law.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What makes a good citizen?</li> <li>• What does a good citizen act?</li> <li>• What are some symbols that represent the United States?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• A good citizen makes his or her country and community a better place.</li> <li>• A good citizen follows the rules.</li> <li>• The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States.</li> </ul>
<b>Unit Objectives</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Identify different types of groups.</li> <li>• Explain the need for groups to have rules.</li> <li>• Explain the need for rules and laws in the home,</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Distinguish between different types of groups and explain the need for rules in all groups.</li> <li>• Define rules and laws.</li> </ul>

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<p>school, and community.</p> <ul style="list-style-type: none"> <li>• Give examples of rules or laws that establish order, provide security, or manage conflict.</li> <li>• Identify leadership roles in community, state, and country.</li> <li>• Describe the responsibilities and characteristics of a good leader.</li> <li>• Identify the qualities of good citizenship as demonstrated by ordinary people.</li> <li>• Identify and use voting as a way to make decisions.</li> <li>• Identify symbols of national identity, such as our flag and the Pledge of Allegiance.</li> <li>• Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.</li> <li>• Identify historic figures who were good citizens.</li> <li>• Demonstrate understanding and skills through material such as songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate a leader in the community, state, or country.</li> <li>• List the responsibilities and characteristics of a good leader.</li> <li>• Define the qualities of a good citizen in their community.</li> <li>• Discuss how the community makes decisions</li> <li>• Participate in an election.</li> <li>• List historical figures who exemplify characteristics of good citizenship.</li> <li>• Illustrate and label symbols of our national identity related to citizenship.</li> <li>• Listen to and discuss patriotic songs.</li> </ul>
---	--

**Evidence of Learning**

<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Anecdotal Notes</li> <li>• Exit Slips</li> <li>• Checklists</li> <li>• Presentations or Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Cooperative Learning Groups</li> <li>• Open Ended Questions</li> <li>• Vocabulary Quizzes</li> <li>• Rubrics</li> </ul>
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Participation and teacher observation</li> <li>• Pre-test, post-test, and daily work</li> <li>• State assessments</li> <li>• Chapter tests</li> </ul>	<ul style="list-style-type: none"> <li>• District benchmarks or interim assessments</li> <li>• End of unit tests</li> <li>• Anecdotal records</li> <li>• Student Report Card grades</li> </ul>
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b>	
<b>ELL:</b>	
<ul style="list-style-type: none"> <li>• Work toward longer passages as skills in English increase</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul>	
<b>Special Education:</b>	
<ul style="list-style-type: none"> <li>• Allow extra time to complete assignments or tests</li> <li>• Work in a small group</li> <li>• Allow answers to be given orally or dictated</li> <li>• Use large print books, Braille, or books on CD (digital text)</li> </ul>	

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

- Follow all IEP modifications/504 plan

**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**

*Woodrow, the White House Mouse* by P.C. Barnes

*Washington, D.C.: A Scrapbook* by Laura Lee Benson

*The Honest to Goodness Truth* by Patricia McKissack

*The American Flag* by Patricia Ryon Quiri

*The Day Gogo Went to Vote, South Africa, 1994* by Elinor Sisulu

*If I Were President* by Catherine Stier

*A Big Cheese for the White House: The True Tale of a Tremendouse Cheddar* by Candace Fleming

*So You Want To Be President* by Judith St. George

**Websites:**

<http://socialstudiesforkids.com>

<http://brainpop.com>

<http://congressforkids.net>

<http://election.cbsnews.com/campaign2002/>

<http://www.map-reading.com/chap4.php>

**Teacher Notes:**

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

### Unit Four Overview

**Content Area:** Social Studies

**Unit Title:** Connecting to the World

**Target Course/Grade Level:** Social Studies/K

#### Unit Summary

By working, people get the things they need and want. Some people are producers, but all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**9.1 21<sup>st</sup> Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)**

### Learning Targets

#### Content Standards

##### New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21<sup>st</sup> Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

##### Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Literature K-5: RL.K.1-K.7, K.9, K.10
- Reading Standards for Informational Text K-5: RI.K.1–K.10
- Writing Standards K-5: W.K.2, K.3, K.5, K.7, K.8
- Speaking and Listening Standards K-5: SL.K.1-K.6

#### K-2 Contributors to Curriculum Development

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

- Language Standards K-5: L.K.1, K.2, K.4-K.6

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why do people work?</li> <li>• What is a volunteer?</li> <li>• What are needs and wants?</li> <li>• What are goods and services?</li> <li>• What is a factory?</li> <li>• What is trade?</li> <li>• What is technology?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that ...</i></p> <ul style="list-style-type: none"> <li>• People work to earn money.</li> <li>• Volunteers do important jobs without getting paid.</li> <li>• Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live.</li> <li>• Goods are things that are made or grown. A service is something that people do for others.</li> <li>• A factory is a building where things are made.</li> <li>• Trade is when we give something and then get something back.</li> <li>• Technology is an advance that makes things faster, easier, or better.</li> </ul>
--	--

<p><b>Unit Objectives</b> <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Understand that people work to earn money and help others.</li> <li>• Explain the choices people make about earning money.</li> <li>• Identify needs and wants.</li> <li>• Explain the choices people make about spending and saving.</li> <li>• Distinguish between goods and services.</li> <li>• Define trade.</li> <li>• Identify ways in which science and technology have affected communication, transportation, and recreation.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain why people work.</li> <li>• List examples of needs and wants and discuss choices people make when earning, saving, and spending money.</li> <li>• Define goods and services.</li> <li>• Participate in the trade process.</li> <li>• Explain how communication, transportation, and recreation have been affected by science and technology.</li> </ul>
--	---

**Evidence of Learning**

<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Anecdotal Notes</li> <li>• Exit Slips</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Cooperative Learning Groups</li> <li>• Open Ended Questions</li> <li>• Vocabulary Quizzes</li> </ul>

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<ul style="list-style-type: none"> <li>• Presentations or Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> </ul>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Participation and teacher observation</li> <li>• Pre-test, post-test, and daily work</li> <li>• State assessments</li> <li>• Chapter tests</li> <li>• District benchmarks or interim assessments</li> <li>• End of unit tests</li> <li>• Anecdotal records</li> <li>• Student Report Card grades</li> </ul>	
<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>• Work toward longer passages as skills in English increase</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• Allow extra time to complete assignments or tests</li> <li>• Work in a small group</li> <li>• Allow answers to be given orally or dictated</li> <li>• Use large print books, Braille, or books on CD (digital text)</li> <li>• Follow all IEP modifications/504 plan</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> <li>• Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Provide whole group enrichment explorations</li> <li>• Teach cognitive and methodological skills</li> <li>• Use center, stations, or contracts</li> <li>• Organize integrated problem-solving simulations</li> <li>• Propose interest-based extension activities</li> </ul> <p><b>Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:</b> Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers</p> <p><b>Literature:</b> <i>The Night Worker</i> by Kate Banks <i>E-Mail</i> by Larry Dane Brimner <i>Market Day</i> by Lois Ehlert <i>A Busy Day at Mr. Kang’s Grocery Store</i> by Alice K. Flanagan <i>Madlenka</i> by Peter Sis <i>Joseph Had a Little Overcoat</i> by Simms Taback <i>Click Clack Moo: Cows that Type</i> by Doreen Cronin <i>Trashy Town</i> by Andrea Zimmerman</p>	

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)



**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**Websites:**

<http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

<http://congressforkids.net>

<http://bensguide.gpo.gov/k-2/symbols/index.html>

<http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html>

<http://worldatlas.com/aatlas/infopage/compose.htm>

<http://www.m-w.com/maps/mwmapssn.html>

<http://usflag.org/>

<http://ipledgeallegiance.com/>

<http://www.songsforteaching.com/folk/mycountrytisofthee.php>

<http://www.state.gov/r/pa/ei/bgn/4142.htm>

**Teacher Notes:**

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**Unit Five Overview**

**Content Area:** Social Studies

**Unit Title:** People and Places in History

**Target Course/Grade Level:** Social Studies/K

**Unit Summary**

Beginning with Native Americans and continuing through the American revolution, the United States slowly grew and changed. New people came to America and continue to do so today.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**9.1 21<sup>st</sup> Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**For further clarification refer to NJ World Class Standards Introduction at [www.nicccs.org](http://www.nicccs.org)**

**Learning Targets**

**Content Standards**

**New Jersey Social Studies Standards**

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21<sup>st</sup> Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.**

- Reading Standards for Literature K-5: RL.K.1-K.7, K.9, K.10
- Reading Standards for Informational Text K-5: RI.K.1–K.10
- Writing Standards K-5: W.K.2, K.3, K.5, K.7, K.8
- Speaking and Listening Standards K-5: SL.K.1-K.6
- Language Standards K-5: L.K.1, K.2, K.4-K.6

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is a Native American?</li> <li>• What are traditions?</li> <li>• What is an explorer?</li> <li>• How did the Native Americans help the Pilgrims?</li> <li>• What key historical people and document led to the development of our nation?</li> <li>• What is a pioneer?</li> <li>• What is an immigrant?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.</li> <li>• A tradition is a special way of doing something to what is passed down over time.</li> <li>• An explorer is a person who traveled to learn about a new place.</li> <li>• Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.</li> <li>• George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. The United States Constitution and the Bill of Rights are important documents that led to the development of our nation.</li> <li>• Pioneers leave their homes to inhabit a land they do not know.</li> <li>• An immigrant is a person who leaves a country to live in another.</li> </ul>
<b>Unit Objectives</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Identify Native Americans as the first people to live in North America.</li> <li>• Explain Native American traditions.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Recognize Native Americans as the first people to live in North America.</li> <li>• Describe Native American traditions.</li> </ul>

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<ul style="list-style-type: none"> <li>• Learn about early explorers to America.</li> <li>• Recognize how the Pilgrims overcame hardship with the help of Native Americans.</li> <li>• Explain how the original 13 colonies became the United States.</li> <li>• Identify contributions of historical figures that have influenced the nation.</li> <li>• Identify important historical documents to the development of the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify early explorers to America.</li> <li>• List how the Native Americans helped the Pilgrims overcome hardship.</li> <li>• Name historical figures and documents and describe how they contributed to our history.</li> </ul>
---	---

**Evidence of Learning**

<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Anecdotal Notes</li> <li>• Exit Slips</li> <li>• Checklists</li> <li>• Presentations or Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Cooperative Learning Groups</li> <li>• Open Ended Questions</li> <li>• Vocabulary Quizzes</li> <li>• Rubrics</li> </ul>
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Participation and teacher observation</li> <li>• Pre-test, post-test, and daily work</li> <li>• State assessments</li> <li>• Chapter tests</li> </ul>	<ul style="list-style-type: none"> <li>• District benchmarks or interim assessments</li> <li>• End of unit tests</li> <li>• Anecdotal records</li> <li>• Student Report Card grades</li> </ul>

<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>• Work toward longer passages as skills in English increase</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• Allow extra time to complete assignments or tests</li> <li>• Work in a small group</li> <li>• Allow answers to be given orally or dictated</li> <li>• Use large print books, Braille, or books on CD (digital text)</li> <li>• Follow all IEP modifications/504 plan</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> <li>• Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Provide whole group enrichment explorations</li> <li>• Teach cognitive and methodological skills</li> <li>• Use center, stations, or contracts</li> <li>• Organize integrated problem-solving simulations</li> <li>• Propose interest-based extension activities</li> </ul>
--

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**Curriculum Development Resources/Instructional Materials/Equipment needed:** Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**

*Where Did Your Family Come From? A Book About Immigrants* by Melvin and Gilda Berger

*Frank's Great Museum Adventure* by Rod Clement

*Museums* by Jason Cooper

*Covered Wagons, Bumpy Trails* by Verla Kay

*Grandmother's Dreamcatcher* by Becky Ray McCain

*Who Came Down That Road?* By George Ella Lyon

*How Chipmunk Got His Stripes: A Tale of Bragging and Teasing* by Joseph Bruchac and James Bruchac

*Red Flower Goes West* by Ann Turner

**Websites:**

<http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

[http://www.bbc.co.uk/history/discovery/exploration/map\\_navigation\\_animation.shtml](http://www.bbc.co.uk/history/discovery/exploration/map_navigation_animation.shtml)

<http://www.terrafly.com>

<http://www.census.gov/cgi-bin/gazetteer>

**Teacher Notes:**

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**Unit Six Overview**

**Content Area:** Social Studies

**Unit Title:** Celebrating our Heritage

**Target Course/Grade Level:** Social Studies/K

**Unit Summary**

Holidays will be discussed during the appropriate time of the school year.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**9.1 21<sup>st</sup> Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**For further clarification refer to NJ World Class Standards Introduction at [www.nieccs.org](http://www.nieccs.org)**

**Learning Targets**

**Content Standards**

**New Jersey Social Studies Standards**

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21<sup>st</sup> Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.**

- Reading Standards for Literature K-5: RL.K.1-K.7, K.9, K.10
- Reading Standards for Informational Text K-5: RI.K.1-K.10
- Writing Standards K-5: W.K.2, K.3, K.5, K.7, K.8
- Speaking and Listening Standards K-5: SL.K.1-K.6
- Language Standards K-5: L.K.1, K.2, K.4-K.6

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is Labor Day?</li> <li>• What is Thanksgiving?</li> <li>• What is Dr. Martin Luther King Jr. Day?</li> <li>• What is Presidents' Day?</li> <li>• What is Memorial Day?</li> <li>• What is Independence Day?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that ...</i> <ul style="list-style-type: none"> <li>• Labor Day is when we show respect for our country's working people.</li> <li>• Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.</li> <li>• Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.</li> <li>• Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.</li> <li>• Memorial Day is when we show respect for the soldiers who died for our country.</li> <li>• Independence Day is when we celebrate our country's birthday.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Explain how selected celebrations reflect an American love of individualism and freedom.</li> <li>• Discuss how holidays reflect our local and national heritage.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Identify major holidays and relate how different people celebrate them. Explain why certain holidays are related to history.</li> </ul>

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)

**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

**Evidence of Learning**

**Formative Assessment**

- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Presentations or Projects
- Portfolios
- Cooperative Learning Groups
- Open Ended Questions
- Vocabulary Quizzes
- Rubrics

**Summative Assessment**

- Participation and teacher observation
- Pre-test, post-test, and daily work
- State assessments
- Chapter tests
- District benchmarks or interim assessments
- End of unit tests
- Anecdotal records
- Student Report Card grades

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers

**Literature:**

*Labor Day* by Carmen Bredeson

*Thanksgiving is for Giving Thanks* by Margaret Sutherland and Sonja Lamut

*What is Thanksgiving?* by Michelle Medlock Adams

*In November* by Cynthia Rylant

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)



**2012 Long Beach Island Consolidated School District  
Social Studies Curriculum Project**

Aligned to the 2009 New Jersey Common Core Curriculum Content Standards

*A Picture Book of Martin Luther King, Jr.* by David A. Adler

*Martin Luther King, Jr.* by Pam Parker

*Celebrating Presidents' Day* by Kimberly Jordano

*Presidents' Day* by David F. Marx

*Memorial Day* by Jacqueline S. Cotton

*Memorial Day Surprise* by Theresa Golding

*Independence Day* by Trudy Stain Trueit

*The Fourth of July Story* by Ashley Dagliess

**Websites:**

<http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

<http://primarygames.com>

<http://congresskids.net>

**Teacher Notes:**

**K-2 Contributors to Curriculum Development**

J. Capper-Patterson (Lakewood), C. Conrad, S. Esarey, T. Sherrier, K. Turner, W. Yeager (LBI),  
S. Cummings (Manchester), S. Toth (Point Pleasant Boro), J. Mulholland (Tuckerton)