

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade K Social Studies

Adopted: July 30, 2024

Unit 1: Civics

Grade level: K

Timeframe: 45 days

Core Ideas

In this unit of study, disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

- Chronological sequencing helps us understand the interrelationship of historical events.
 - Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
 - Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
 - Historical contexts and events shaped and continue to shape people's perspectives.
 - Examining historical sources may answer questions but may also lead to more questions.
 - Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments
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Guiding Questions

- What is a Community?
- What responsibilities do you have in your community?
- Why do we have rules?
- Why is it important to follow rules?
- What are laws?
- Why should we show kindness and respect to everyone?
- Why is it important to work together to solve a problem?
- What is a government?
- Who are the leaders of national, state, and local government?
- Why are government services important in our community?
- What important documents help our country?
- What rights do I have as a citizen?
- What responsibilities do I have as a citizen?
- How can I be a good citizen?

Standards

Standards (Taught and Assessed)

- 6.1 Civics
- 6.3 Geography

Social-Emotional Learning Competencies

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Classroom Teacher will give pre-assessment determined by PLC</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Instructional Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.CivicsPI.1 WALT describes roles and responsibilities of community leaders.	<ul style="list-style-type: none"> • <i>Pictures of leaders from community (Mayor, governor) displayed</i> • <i>Classroom job chart</i> 	Studies Weekly Assessment Week 1	*Studies Weekly Week 1 * What is a community? * Community Helpers	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

<p>6.1.2.CivicsPI.4 WALT identify the different roles leaders have in the community.</p>				<p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsPI.1 WALT describes roles and responsibilities of local government leaders.</p>	<ul style="list-style-type: none"> ● <i>Pictures of leaders from community (Mayor, governor) displayed</i> ● <i>Classroom job chart</i> 	<p>Studies Weekly Assessment 5</p>	<p>*Studies Weekly Week 5 Articles 1-3 *Who are our leaders? *Read aloud: Duck for President</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsPI.4 WALT explains how all people, not just leaders, play important roles in a community.</p>	<ul style="list-style-type: none"> ● <i>Pictures of leaders from community (Mayor, governor) displayed</i> ● <i>Classroom job chart</i> 	<p>Studies Weekly Assessment 1</p>	<p>*Studies Weekly Week 1</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.1.2.CivicsPI.6 WALT explain the important jobs in our government</p>	<ul style="list-style-type: none"> ● <i>Pictures of leaders from community (Mayor, governor) displayed</i> ● <i>Classroom job chart</i> 	<p>Studies Weekly Assessment 5</p>	<p>*Studies Weekly Week 5 Articles 4-7 *Local and State Government Brian Pop</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.CivicsPI.6 WALT explain the different parts of government</p> <p>6.1.2.CivicsPI.6 WALT explain the different branches of government</p>	<ul style="list-style-type: none"> ● <i>Pictures of leaders from community (Mayor, governor) displayed</i> ● <i>Classroom job chart</i> 	<p>Studies Weekly Assessment 5</p>	<p>*Studies Weekly Week 5 Articles 4-7 *Levels of Government</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>(B)6.1.2.CivicsPI.3 WALT explain what is meant by rules</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 2</p>	<p>*Studies Weekly Week 2 *What would happen with no rules? Read</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect</p>

<p>6.1.2.CivicsPR.1 WALT what makes good rules</p>			<p>Aloud: What if everybody did that? *Rules vs Laws</p>	<p>students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
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<p>SLO – WALT We are learning to/that</p>	<p>Student Strategies</p>	<p>Formative Assessment</p>	<p>Activities and Resources</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>6.1.2.CivicsPR.1 WALT what makes good laws</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 3</p>	<p>*Studies Weekly Week 3 *Rules vs Laws</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.CivicsPR.1 WALT determine good rules and laws</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 3</p>	<p>*Studies Weekly Week 3 *Rules vs Laws</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect</p>

<p>6.1.2.CivicsPR.2 WALT explain rules and laws necessary at home, school, and community</p>			<p>*Make a classroom list of rules and laws for home, school and the community</p>	<p>students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsPR.2 WALT explain the authority rules have impacted individuals and the community</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 2</p>	<p>*Studies Weekly Week 2 *What would happen with no rules? Read Aloud: What if everybody did that? *Rules vs Laws</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.1.2.CivicsPR.2 WALT cite evidence of rules and laws and the authority they have impacted on individuals and communities</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 2</p>	<p>*Studies Weekly Week 2 *List classroom rules *List classroom routines *Discuss why we have these routines.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsPR.3 WALT Analyze classroom rules and routines</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 2</p>	<p>*Studies Weekly Week 2 *List classroom rules *List classroom routines *Discuss why we have these routines.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>6.1.2.CivicsPR.4 WALT identify the difference between rules that are fair and not fair</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 2</p>	<p>*Studies Weekly Week 4 *List classroom rules *What is fair? *Showing Fairness activity in Studies Weekly</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsPR.4 WALT explain how rules are fair, consistent, and respectful</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 2</p>	<p>*Studies Weekly Week 4 *Discuss why we have these routines and rules.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.1.2.CivicsPR.4 WALT Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p>	<ul style="list-style-type: none"> • <i>Classroom Rules</i> • <i>School Rules</i> 	<p>Studies Weekly Assessment 4</p>	<p>*Studies Weekly Week 4 *What is fair? * For the Common Good activity in Studies Weekly</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsPI.2 WALT investigate the importance of services in the local government</p>	<ul style="list-style-type: none"> • Government Services FlipBook 	<p>Studies Weekly Assessment 6</p>	<p>*Studies Weekly Week 6 *What is fair? *Government Services Flipbook in Studies Weekly</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>6.1.2.CivicsPI.2 WALT investigates the importance of services of the community leaders.</p>	<ul style="list-style-type: none"> ● Government Services FlipBook 	<p>Studies Weekly Assessment 6</p>	<p>*Studies Weekly Week 6 *What is fair? *Government Services Flipbook in Studies Weekly</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsPI.4 WALT explain the important roles community helpers play within the community</p>	<ul style="list-style-type: none"> ● <i>Pictures of leaders from community (Mayor, governor) displayed</i> ● <i>Classroom job chart</i> 	<p>Studies Weekly Assessment Week 1</p>	<p>*Studies Weekly Week 1 *What is a community? *Community Helpers</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

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<p>6.1.2.CivicsPI.5 WALT establishing the responsibilities of community helpers</p>	<ul style="list-style-type: none"> ● <i>Pictures of leaders from community (Mayor, governor) displayed</i> ● <i>Classroom job chart</i> 	<p>Studies Weekly Assessment Week 1</p>	<p>*Studies Weekly Week 1 *What is a community? *Community Helpers</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.CivicsPI.5 WALT roles of authority within the community</p>	<ul style="list-style-type: none"> ● <i>Pictures of leaders from community (Mayor, governor) displayed</i> ● <i>Classroom job chart</i> 	<p>Studies Weekly Assessment Week 1</p>	<p>*Studies Weekly Week 1 *What is a community? *Community Helpers</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

				odations a stated in IEP
6.1.2.CivicsPI.6 WALT explain the important jobs in our government	<ul style="list-style-type: none"> • <i>Pictures of leaders from community (Mayor, governor) displayed</i> • <i>Classroom job chart</i> 	Studies Weekly Assessment 5	*Studies Weekly Week 5 Articles 4-7 * Levels of Government	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
6.1.2.CivicsPI.2 WALT investigate the importance of needs to ensure the safety of community members	<ul style="list-style-type: none"> • <i>Pictures of leaders from community (Mayor, governor) displayed</i> • <i>Classroom job chart</i> 	Studies Weekly Assessment 5	*Studies Weekly Week 5 Articles 4-7 * Levels of Government	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.1.2.CivicsPI.5 WALT Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	<ul style="list-style-type: none"> • <i>Pictures of leaders from community (Mayor, governor) displayed</i> • <i>Classroom job chart</i> 	<p>Studies Weekly Assessment 5</p>	<p>*Studies Weekly Week 5 Articles 4-7 *Levels of Government</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.CivicsPD.1 WALT asking questions and sharing opinions</p>	<ul style="list-style-type: none"> • Question vs Statement poster from ELA • Question Anchor Chart 	<p><i>Verbal Exit slip- Ask a question. Share an opinion</i></p>	<p>*<i>ELA Opinion Unit</i> *</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.CivicsPD.1 WALT differentiate between fact and opinion to listen to the ideas of others.</p>	<ul style="list-style-type: none"> • Fact vs Opinion poster 	<p>*fact vs opinion use questions to assess students</p>	<p>*<i>ELA Opinion Unit</i> *fact vs opinion</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.</p>

				Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.CivicsPD.1 WALT Engages in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	<ul style="list-style-type: none"> Fact vs Opinion poster 	<i>*fact vs opinion use questions to assess students</i>	<i>*ELA Opinion Unit *fact vs opinion</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.CivicsPD.2 WALT effectively work together in groups	<ul style="list-style-type: none"> <i>How do we work in group rules poster</i> 	<ul style="list-style-type: none"> <i>Working together rubric</i> 	<ul style="list-style-type: none"> <i>Role Play how group work should look</i> 	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed

				IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.CivicsPD.2 WALT work together to make decisions	<ul style="list-style-type: none"> <i>How do we work in group rules poster</i> 	<ul style="list-style-type: none"> <i>Working together rubric</i> 	<ul style="list-style-type: none"> <i>Role Play how group work should look</i> 	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.CivicsPD.2 WALT Establishes a process for how individuals can effectively work together to make decisions.	<ul style="list-style-type: none"> <i>How do we work in group rules poster</i> 	<ul style="list-style-type: none"> <i>Working together rubric</i> 	<ul style="list-style-type: none"> <i>Role Play how group work should look</i> 	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.CivicsCM.2 WALT describes characteristics that help collaborate	<ul style="list-style-type: none"> <i>How do we work in group rules poster</i> 	<ul style="list-style-type: none"> <i>Working together rubric</i> 	<ul style="list-style-type: none"> <i>Role Play how group work should look</i> 	ELL: Model and Provide Example. Establish a non-verbal cue to redirect

			<ul style="list-style-type: none"> • <i>Studies Weekly Week 3 Articles 5-7</i> 	<p>students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations as stated in IEP</p>
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.CivicsCM.2 WALT examples of problem solving methods	<ul style="list-style-type: none"> • <i>How do we work in group rules poster</i> 	<ul style="list-style-type: none"> • <i>Working together rubric</i> 	<ul style="list-style-type: none"> • <i>Role Play how group work should look</i> • <i>Studies Weekly Week 4 Articles 1-2 and 7-8</i> 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations as stated in IEP</p>
6.1.2.CivicsCM.2 WALT Use examples from a variety of sources to describe	<ul style="list-style-type: none"> • <i>How do we work in group rules poster</i> 	<ul style="list-style-type: none"> • <i>Working together rubric</i> 	<ul style="list-style-type: none"> • <i>Role Play how group work should look</i> 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect</p>

<p>how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p>			<ul style="list-style-type: none"> • <i>Studies Weekly Week 4 Articles 1-2 and 7-8</i> 	<p>students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsCM.3 WALT explain diversity, tolerance, fairness, and respect for other</p>	<ul style="list-style-type: none"> • <i>How do we work in group rules poster</i> 	<ul style="list-style-type: none"> • <i>Working together rubric</i> 	<ul style="list-style-type: none"> • <i>Role Play how group work should look</i> • <i>Studies Weekly Week 4 Articles 3-5</i> • *What is fair? • <i>* For the Common Good activity in Studies Weekly</i> 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsCM.3 WALT explains individuals feeling accepted.</p>	<ul style="list-style-type: none"> • <i>How do we work in group rules poster</i> 	<ul style="list-style-type: none"> • <i>Working together rubric</i> 	<ul style="list-style-type: none"> • <i>Role Play how group work should look</i> • <i>Studies Weekly Week 4 Articles 3-5</i> • *What is fair? 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use</p>

			<ul style="list-style-type: none"> * For the Common Good activity in Studies Weekly 	Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.CivicsDP.1 WALT explain how national symbols reflect on America	<i>*National Symbols poster</i> <i>*Our Pledge of Allegiance Poster</i>	-Studies Weekly Assessment 9 -Studies Weekly Assessment 10	*Studies Weekly Week 9 *Studies Weekly Week 10 *Our Flag project in Studies weekly	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.CivicsDP.1 WALT explain American values and principles	<i>*National Symbols poster</i> <i>*Our Pledge of Allegiance Poster</i>	-Studies Weekly Assessment 9 -Studies Weekly Assessment 10	*Studies Weekly Week 9 *Studies Weekly Week 10	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may

				use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.CivicsDP.1 WALT Explain how national symbols reflect on American values and principles.	<i>*National Symbols poster</i> <i>*Our Pledge of Allegiance Poster</i>	-Studies Weekly Assessment 9 -Studies Weekly Assessment 10	*Studies Weekly Week 9 *Studies Weekly Week 10 *National Symbols Project in Studies Weekly	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.CivicsDP.3 WALT explain historical symbols, monuments, and holidays in America	<i>*National Symbols poster</i> <i>*Our Pledge of Allegiance Poster</i>	-Studies Weekly Assessment 9 -Studies Weekly Assessment 10 -Studies Weekly Assessment 11	*Studies Weekly Week 9 *Studies Weekly Week 10 *Studies Weekly Week 11 *4th of July and Martin Luther King project in Studies Weekly *Review calendar and all holidays	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.CivicsDP.3 WALT explain and reflect the symbols, monuments, and holidays are in America	<i>*National Symbols poster</i> <i>*Our Pledge of Allegiance Poster</i>	-Studies Weekly Assessment 9 -Studies Weekly Assessment 10 -Studies Weekly Assessment 11	*Studies Weekly Week 9 *Studies Weekly Week 10 *Studies Weekly Week 11 *4th of July and Martin Luther King project in Studies Weekly *Review calendar and all holidays	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.CivicsDP.2 WALT describe the democratic principle and how it impacts individuals and communities	<i>*Government Flip Book</i>	-Studies Weekly Assessment 5 -Studies Weekly Assessment 6 -Studies Weekly Assessment 8	*Studies Weekly Week 5 *Studies Weekly Week 6 *Studies Weekly Week 8 *Rights project in Studies Weekly	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

<p>6.1.2.CivicsDP.3 WALT Explain and reflect on the shared values, principles, and beliefs on the American Identity</p>	<p><i>*Government Flip Book</i></p>	<p>-Studies Weekly Assessment 5 -Studies Weekly Assessment 6 -Studies Weekly Assessment 8</p>	<p>*Studies Weekly Week 5 *Studies Weekly Week 6 *Studies Weekly Week 8 *Rights project in Studies Weekly</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.CivicsPR.3 WALT Describe the common good</p>	<ul style="list-style-type: none"> • <i>How do we work in group rules poster</i> 	<ul style="list-style-type: none"> • <i>Working together rubric</i> 	<ul style="list-style-type: none"> • <i>Role Play how group work should look</i> • <i>Studies Weekly Week 4 Articles 3-5</i> • <i>*What is fair?</i> • <i>* For the Common Good activity in Studies Weekly</i> 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.1.2.CivicsPR.3 WALT Analyze and describe the benefits of the common good and rules and routines</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 4</p>	<p>*Studies Weekly Week 4 *What is fair? * For the Common Good activity in Studies Weekly</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.CivicsCM.1 WALT describes what a responsibility is.</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 8</p>	<p>*Studies Weekly Week 8 Article 3 *Being Responsible</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>6.1.2.CivicsCM.1 WALT describe the importance of personal and civic responsibilities</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 8</p>	<p>*Studies Weekly Week 8 Article 3 *Being Responsible</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.CivicsCM.1 WALT Describe why it is important that individuals assume personal and civic responsibilities</p>	<ul style="list-style-type: none"> ● <i>Classroom Rules</i> ● <i>School Rules</i> 	<p>Studies Weekly Assessment 8</p>	<p>*Studies Weekly Week 8 Article 3 *Being Responsible</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.CivicsCM.3 WALT Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted	<i>*Classroom rules</i>	Studies Weekly Assessment 4	*Studies Weekly Week 4 * What is fair? * For the Common Good activity in Studies Weekly	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.3.2.CivicsPD.1 WALT With adult guidance bring awareness to local school issues	<i>*Classroom rules</i>	Studies Weekly Assessment 4	*Studies Weekly Week 4 * What is fair? * For the Common Good activity in Studies Weekly	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

<p>6.3.2.CivicsPD.1 WALT With adult support bring awareness to community members</p>	<p><i>*Classroom rules</i></p>	<p>Studies Weekly Assessment 4</p>	<p>*Studies Weekly Week 4 *What is fair? * For the Common Good activity in Studies Weekly</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.3.2.CivicsPD.1 WALT With adult guidance and support make recommendations for change</p>	<p><i>*Classroom rules</i></p>	<p>Studies Weekly Assessment 4</p>	<p>*Studies Weekly Week 4 *What is fair? * For the Common Good activity in Studies Weekly</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.3.2.GeoGI.1 WALT investigate global issues such as the significance of climate change around the world</p>	<p><i>Classroom thermometer</i></p>	<p><i>Studies Weekly Week 16</i></p>	<p><u>What is climate change: facts for kids</u> <u>Climate Change Educational Video for Kids</u> <u>Climate Change - The environment for Kids (Updated Version)</u> <i>Studies Weekly Week 16 Article 7</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.3.2.GeoGI.1 WALT investigate global issues and share information about climate change and how it impacts different regions around the world</p>	<p><i>Classroom thermometer</i></p>	<p><i>Studies Weekly Week 16</i></p>	<p><u>What is climate change: facts for kids</u> <u>Climate Change Educational Video for Kids</u> <u>Climate Change - The environment for Kids (Updated Version)</u> <i>Studies Weekly Week 16 Article 7</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

<p>6.3.2.GeoGI.1 WALT investigate the impact of global issues and the share information about climate change and its impact on different regions around the world</p>	<p><i>Classroom thermometer</i></p>	<p><i>Studies Weekly Week 16</i></p>	<p><u>What is climate change: facts for kids</u> <u>Climate Change Educational Video for Kids</u> <u>Climate Change - The environment for Kids (Updated Version)</u> <i>Studies Weekly Week 16 Article 7</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.3.2.GeoGI.2 WALT collect data from multiple sources about environmental issues and possible solutions</p>	<p><i>Classroom thermometer</i></p>	<p><i>Studies Weekly Week 16</i></p>	<p><u>What is climate change: facts for kids</u> <u>Climate Change Educational Video for Kids</u> <u>Climate Change - The environment for Kids (Updated Version)</u> <i>Studies Weekly Week 16 Article 7</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.3.2.GeoGI.2 WALT consider data from multiple perspectives on environmental issues and possible solutions</p>	<p><i>Classroom thermometer</i></p>	<p><i>Studies Weekly Week 16</i></p>	<p><u>What is climate change: facts for kids</u> <u>Climate Change Educational Video for Kids</u> <u>Climate Change - The environment for Kids (Updated Version)</u> <i>Studies Weekly Week 16 Article 7</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.3.2.GeoGI.2 WALT collect informed data from multiple perspectives about environmental issues and possible solutions</p>	<p><i>Classroom thermometer</i></p>	<p><i>Studies Weekly Week 16</i></p>	<p><u>What is climate change: facts for kids</u> <u>Climate Change Educational Video for Kids</u> <u>Climate Change - The environment for Kids (Updated Version)</u> <i>Studies Weekly Week 16 Article 7</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

¼ Unit 1 CFA	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Suggested Formative Teacher Created Formative Common Assessment</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
Mid-Point Unit 1 CFA	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Teacher Created Mid-Point Common Assessment</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Teacher Created Summative Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
ELA- Speaking and Listening skills Science- Problem solving skills	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Unit 2: Geography

Grade level: K

Time frame: 45 days

Core Ideas

In this unit of study, disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

- Chronological sequencing helps us understand the interrelationship of historical events.
 - Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
 - Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
 - Historical contexts and events shaped and continue to shape people's perspectives.
 - Examining historical sources may answer questions but may also lead to more questions.
 - Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments
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Essential Questions

- What do we use globes and maps for?
 - How do map tools help us read maps?
 - What are the five themes of geography?
 - What is location?
 - How can we describe our relative location?
 - What are physical characteristics and what physical characteristics do places have?
 - What are human characteristics?
 - What kinds of features are found on a map?
 - What are the different kinds of communities that people live in?
 - How and why do people move?
 - How do people adapt and modify their environment?
 - What does it mean to communicate and how do people communicate?
 - What are regions and how are they grouped?
 - What is culture and what are some ways people share and celebrate their culture?
 - What is supply and demand?
 - How do people earn money?
 - What do we use money for?
 - What is agriculture?
 - What is industry?
-

Standards

Standards (Taught and Assessed)

6.1 Geography

Social-Emotional Learning Competencies

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Classroom Teacher will give pre-assessment determined by PLC</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.Geo.SV.1 WALT identifies the features of maps such as continents and oceans.	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i>	<i>Studies Weekly</i> <i>Assessment Week 13, 14, 15, 16</i>	<i>Studies Weekly Weeks 13-16</i> <u>Map Skills</u>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP

<p>6.1.2.Geo.SV.1 WALT identifies the features of maps such as continents, oceans, and mountains.</p>	<p><i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i></p>	<p><i>Studies Weekly Assessment Week 13, 14, 15, 16</i></p>	<p><i>Studies Weekly Weeks 13-16</i> Map Skills</p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.Geo.SV.1 WALT identifies all of the physical features of a map including lakes and rivers.</p>	<p><i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i></p>	<p><i>Studies Weekly Assessment Week 13, 14, 15, 16</i></p>	<p><i>Studies Weekly Weeks 13-16</i> Map Skills</p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.Geo.SV.2 WALT describes why maps are created and look at different types of maps.</p>	<p><i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i></p>	<p><i>Studies Weekly Assessment Week 13, 14, 15, 16</i></p>	<p><i>Studies Weekly Weeks 13-16</i> Map Skills</p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.Geo.SV.3 WALT identifies the parts of a map and globe describing the title, legend, and cardinal directions.	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i>	<i>Studies Weekly Assessment Week 13, 14, 15, 16</i>	<i>Studies Weekly Weeks 13-16</i> Map Skills	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP
6.1.2.Geo.GI.2 WALT use technology to understand physical characteristics of a region	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i> <i>*Smart board to look up maps</i>	<i>Studies Weekly Assessment Week 13, 14, 15, 16</i>	<i>Studies Weekly Weeks 13-16</i> Map Skills	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP
6.1.2.GeoPP.1 WALT explain physical characteristics of a location and why it is a good place to live.	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i>	<i>Studies Weekly Assessment Week 16, 17, 18 and 20.</i>	<i>Studies Weekly Weeks 16-18, 20</i> Different kinds of regions	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

				IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.GeoPP.1 WALT explain human characteristics of a location and why it is a good place to live.	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i>	<i>Studies Weekly Assessment Week 16, 17, 18, 19, 20.</i>	<i>Studies Weekly Weeks 16-20</i> <i>Different kinds of regions</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.Geo.SV.2 WALT describes why maps are created and find different types of maps in books and around the school.	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i>	<i>Studies Weekly Assessment Week 13</i>	<i>Studies Weekly: Week 13- Map Skills Facts About Maps (For Kids)</i> <i>What If MAPS Weren't Invented? History Of Cartography Best Learning Videos For Kids iWonder</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

<p>6.1.2.Geo.SV.2 WALT describes why different types of maps are created and what those maps mean.</p>	<p><i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i></p>	<p><i>Studies Weekly</i> <i>Assessment Week 13</i></p>	<p><i>Studies Weekly:</i> <i>Week 13- Map Skills Facts About Maps (For Kids)</i> <i>What If MAPS Weren't Invented? History Of Cartography Best Learning Videos For Kids iWonder</i></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.Geo.SV.3 WALT identifies and describes the parts of the map and globe like scale and symbols and the purpose each of these parts play in understanding a map.</p>	<p><i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i></p>	<p><i>Studies Weekly</i> <i>Assessment Week 13</i></p>	<p><i>Studies Weekly:</i> <i>Week 13- Map Skills Facts About Maps (For Kids)</i> <i>What If MAPS Weren't Invented? History Of Cartography Best Learning Videos For Kids iWonder</i></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.Geo.SV.4 WALT identify landmarks around the classroom and where they are located in relation to our spot.</p>	<p><i>Map of Classroom</i></p>	<p><i>Studies Weekly</i> <i>Assessment Week 13</i></p>	<p><i>Studies Weekly:</i> <i>Week 13 and 15</i> <i>Let's Make a Map of our Classroom activity</i></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.Geo.SV.4 WALT identify landmarks in and around our school and where they are located in relation to our spot.	Map of Classroom Map of School	Studies Weekly Assessment Week 13	Studies Weekly: Week 13 and 15 Let's Make a Map of our Classroom activity	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.Geo.SV.4 WALT identifies landmarks around the school and throughout our community and where they are located in relation to our spot.	Map of Classroom Map of School Map of Union	Studies Weekly Assessment Week 13	Studies Weekly: Week 13 and 15	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.Geo.GI.2 WALT use technology to understand the culture and physical characteristics of a region	Smart Board Student Chromebooks	Studies Weekly Assessments Week 16, 17, 21	Studies Weekly: Weeks 16, 17, and 21	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students

				may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.Geo.HE.1 WALT explain how seasonal weather changes and its effect on people's lives in a place or region	<i>Classroom Thermometer</i> <i>Weather.Com on smart board</i> <i>Weather Chart</i>	<i>Studies Weekly Assessments Weeks 16 & 20</i>	<i>Studies Weekly: Week 16 and 20</i> <u>Climates</u>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.Geo.HE.1 WALT explain how the climate affects people's lives in a place or region.	<i>Classroom Thermometer</i> <i>Weather.Com on smart board</i> <i>Weather Chart</i>	<i>Studies Weekly Assessments Weeks 16 & 20</i>	<i>Studies Weekly: Week 16 and 20</i> <u>Climates</u>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

<p>6.1.2.Geo.HE.1 WALT explain how the climate affects people's lives in a place or region.</p>	<p><i>Classroom Thermometer</i> <i>Weather.Com on smart board</i> <i>Weather Chart</i></p>	<p><i>Studies Weekly Assessments Weeks 16 & 20</i></p>	<p><i>Studies Weekly: Week 16 and 20</i> <u>Climates</u></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.Geo.HE.2 WALT describes how human activities affect the culture of a place or region.</p>	<p><i>Classroom Thermometer</i> <i>Weather.Com on smart board</i> <i>Weather Chart</i></p>	<p><i>Studies Weekly Assessments Weeks 16 & 20</i></p>	<p><i>Studies Weekly: Week 16 and 20</i> <u>Climates</u></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.Geo.HE.2 WALT describe environmental characteristics that affect the culture of a place or region</p>	<p><i>Classroom Thermometer</i> <i>Weather.Com on smart board</i> <i>Weather Chart</i></p>	<p><i>Studies Weekly Assessments Weeks 16 & 20</i></p>	<p><i>Studies Weekly: Week 16 and 20</i> <u>Climates</u></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>

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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.Geo.HE.3 WALT identify cultural characteristics of the regions in New Jersey.	<i>Map of New Jersey</i>	<i>Studies Weekly Assessments Weeks 20 and 21</i>	<i>Studies Weekly: Week 20 and 21</i> New Jersey	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP
6.1.2.Geo.HE.3 WALT identify cultural and environmental characteristics of the different regions in New Jersey.	<i>Map of New Jersey</i>	<i>Studies Weekly Assessments Weeks 20 and 21</i>	<i>Studies Weekly: Week 20 and 21</i> New Jersey	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP
6.1.2.Geo.HE.3 WALT identify cultural and environmental characteristics of the different regions in the United States.	<i>Map of New Jersey</i> <i>Map of United States</i>	<i>Studies Weekly Assessments Weeks 20 and 21</i>	<i>Studies Weekly: Week 20 and 21</i> United States	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students

				may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.Geo.HE.4 WALT investigate physical environment of a place	<i>Map of New Jersey</i> <i>Map of United States</i>	<i>Studies Weekly Assessments Weeks 20 and 21</i>	<i>Studies Weekly: Week 20 and 21</i> <i>United States</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.Geo.HE.4 WALT investigate economic activities of a place	<i>Money Chart</i> <i>United States Map</i>	<i>Studies Weekly Assessments Weeks 24 and 25</i>	<i>Studies Weekly: Week 24 and 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

<p>6.1.2.Geo.HE.4 WALT investigate the relationship between the physical environment and economic activities of a place</p>	<p><i>Money Chart</i> <i>United States Map</i></p>	<p><i>Studies Weekly</i> <i>Assessments Weeks 18, 24 and 25</i></p>	<p><i>Studies Weekly:</i> <i>Week 18, 24 and 25</i></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.Geo.GI.1 WALT explain why people, goods, and ideas move from place to place</p>	<p><i>Money Chart</i> <i>United States Map</i></p>	<p><i>Studies Weekly</i> <i>Assessments Week 19</i></p>	<p><i>Studies Weekly:</i> <i>Week 19</i></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.Geo.GI.1 WALT explain how people, goods, and ideas move from place to place</p>	<p><i>Money Chart</i> <i>United States Map</i></p>	<p><i>Studies Weekly</i> <i>Assessments Week 19</i></p>	<p><i>Studies Weekly:</i> <i>Week 19</i></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.Geo.GI.1 WALT explain why and how people, goods, and ideas move from place to place	<i>Money Chart</i> <i>United States Map</i>	<i>Studies Weekly Assessments Week 19</i>	<i>Studies Weekly: Week 19</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP
6.1.2.Geo.GI.2 WALT use technology to understand culture of a region	<i>United States Map</i>	<i>Studies Weekly Assessments Week 20 and 21</i>	<i>Studies Weekly: Week 20 and 21</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Teacher Created Formative Common Assessment</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Teacher Created Formative Common Assessment</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Teacher Created Summative Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
ELA- Speaking and Listening skills Science- Problem solving skills	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Unit Title: Economics

Grade level: K**Timeframe: 45 days**

Core Ideas

In this unit of study, disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

Guiding Questions

- *How and why do people move?*
 - *How do people adapt and modify their environment?*
 - *What are needs and wants?*
 - *What are resources?*
 - *What are goods and services?*
 - *How do people pay for goods and services?*
 - *What are producers and consumers?*
 - *What is supply and demand?*
 - *How do people earn money?*
 - *What do we use money for?*
 - *What is agriculture?*
 - *What is industry?*
 - *What does it mean to spend money?*
 - *What does it mean to save money?*
 - *How do people change over time?*
 - *How do communities change over time?*
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Standards

Standards (Taught and Assessed)

6.1 Economics

Social-Emotional Learning Competencies

Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others.
Teach active listening skills and respectful communication.

Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Classroom Teacher will give pre-assessment determined by PLC</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.EconET.1 WALT explain needs and wants	<i>Needs VS Wants Anchor Chart</i>	<i>Studies Weekly Assessment Week 22</i>	<i>Studies Weekly Week 22</i> <i>Needs Vs Wants Sort</i> <i>Needs vs Wants</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP

<p>6.1.2.EconET.1 WALT explain the difference between needs and wants</p>	<p><i>Needs VS Wants Anchor Chart</i></p>	<p><i>Studies Weekly Assessment Week 22</i></p>	<p><i>Studies Weekly Week 22</i> <i>Needs Vs Wants Sort</i> <u>Needs vs Wants</u></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.EconET.2 WALT examples of choices people make</p>	<p><i>Needs VS Wants Anchor Chart</i></p>	<p><i>Studies Weekly Assessment Week 24</i></p>	<p><i>Studies Weekly Week 24</i></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.EconEM.1 WALT describe goods and services</p>	<p><i>Goods and Services Anchor Chart</i></p>	<p><i>Studies Weekly Assessment Week 23</i></p>	<p><i>Studies Weekly Week 23</i> <u>Good and Services</u></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.EconEM.1 WALT describe skills required to produce goods and services	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23, 24, 25</i>	<i>Studies Weekly Week 23-25</i> Good and Services	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP
6.1.2.EconEM.3 WALT identify goods and services of today and the past	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23 and 28</i>	<i>Studies Weekly Week 23 and 28</i> Good and Services	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP
6.1.2.EconEM.3 WALT identify ways people exchange goods and services in the past	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23 and 28</i>	<i>Studies Weekly Week 23 and 28</i> Good and Services	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP

6.1.2.EconEM.3 WALT identify ways in which people exchanged goods and services today and in the past	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23 and 28</i>	<i>Studies Weekly Week 23 and 28</i> Good and Services	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.EconNE.2 WALT describe goods and services	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23 and 28</i>	<i>Studies Weekly Week 23 and 28</i> Good and Services	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconNE.2 WALT describe examples of goods and services	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23 and 28</i>	<i>Studies Weekly Week 23 and 28</i> Good and Services	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

				IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconNE.2 WALT describe examples of goods and services provided by the government	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23 and 28</i>	<i>Studies Weekly Week 23 and 28</i> <u>Good and Services</u>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconGE.2 WALT explain why people trade goods and services	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.EconGE.2 WALT explain why people trade goods and	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when

services with people in other countries				not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconEM.1 WALT describe the skills and knowledge needed to produce specific goods and services	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconEM.2 WALT describe goods and services that individuals and business produce in the community	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconEM.2 WALT describe goods and services local community produce in other communities	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

				IEP/504: Modifications/Accommodations as stated in IEP
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.EconEM.2 WALT describe the goods and services that are produced by the local community and other communities	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconET.4 WALT explain the impact decisions have about savings and debt	<i>Spending Vs Savings Anchor Chart created by teacher</i>	<i>Studies Weekly Assessment Week 26</i>	<i>Studies Weekly Week 26 Make an anchor chart with the class about ways to spend and save money Classroom Economy System</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconET.4 WALT explain how investments can impact investments	<i>Spending Vs Savings Anchor Chart created by teacher</i>	<i>Studies Weekly Assessment Week 26</i>	<i>Studies Weekly Week 26 Make an anchor chart with the class about ways to spend and save money</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students

can have on individuals lives			<i>Classroom Economy System</i>	may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconET.4 WALT explain the impact of savings, debt, and investments can have on individual lives	<i>Spending Vs Savings Anchor Chart created by teacher</i>	<i>Studies Weekly Assessment Week 26</i>	<i>Studies Weekly Week 26</i> <i>Make an anchor chart with the class about ways to spend and save money</i> <i>Classroom Economy System</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.EconET.5 WALT describe decisions made by local government	<i>Spending Vs Savings Anchor Chart created by teacher</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconET.5 WALT describe decision that affect	<i>Spending Vs Savings Anchor Chart created by teacher</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to

<p>individual and the community</p>				<p>redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.EconET.5 WALT describe decisions made by local government and how they affect the individual and the community</p>	<p><i>Spending Vs Savings Anchor Chart created by teacher</i></p>	<p><i>Studies Weekly Assessment Week 25</i></p>	<p><i>Studies Weekly Week 25</i></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>6.1.2.EconET.2 WALT cite examples of resources people use when resources are scarce</p>	<p><i>Spending Vs Savings Anchor Chart created by teacher</i></p>	<p><i>Studies Weekly Assessment Week 25</i></p>	<p><i>Studies Weekly Week 25</i></p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations a stated in IEP</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.EconET.3 WALT describe how the prices and influence output of products	<i>Spending Vs Savings</i> <i>Anchor Chart created by teacher</i>	<i>Studies Weekly</i> <i>Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconET.3 WALT describe how supply and demand influence prices and output of products	<i>Supply and Demand</i> <i>Anchor Chart created by teacher</i>	<i>Studies Weekly</i> <i>Assessment Week 24</i>	<i>Studies Weekly Week 24</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconNE.1 WALT identify human and physical capital, and natural resources	<i>Map of the United States</i>	<i>Studies Weekly</i> <i>Assessment Week 18</i>	<i>Studies Weekly Week 18</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

				IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconNE.1 WALT identify how human and physical capital and natural resources contribute to economic conditions	<i>Maps and Globes</i>	<i>Studies Weekly Assessment Week 18</i>	<i>Studies Weekly Week 18</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.EconNE.1 WALT identify examples of capital, and resources that contribute to favorable economic conditions	<i>Maps and Globes</i>	<i>Studies Weekly Assessment Week 18 and 25</i>	<i>Studies Weekly Week 18 and 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconGE.1 WALT cite examples of products that are produced domestically	<i>Maps and Globes</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students

				may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconGE.1 WALT cite examples of products that are sold abroad	<i>Maps and Globes</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.EconGE.1 WALT cite examples of products sold abroad produced abroad and sold domestically	<i>Maps and Globes</i>	<i>Studies Weekly Assessment Week 25</i>	<i>Studies Weekly Week 25</i>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Teacher Created Benchmark Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Teacher Created Benchmark Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Teacher Created Summative Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
ELA- Speaking and Listening skills Science- Problem solving skills	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Unit 4: US History

Grade level: Grade K Timeframe: 45 Days

Core Ideas

In this unit of study, disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

Guiding Questions

- How do people change over time?
- How do communities change over time?
- Why is a timeline a useful tool for thinking about time?
- How were children in the past different than today?
- How were children in the past the same as today?
- What are inventions?
- How do inventions change a community?
- Who were some important inventors and what were their inventions?
- What is transportation ?
- What are some different modes of transportation?
- What does it mean to communicate?
- Why is speaking and listening an important part of communication?
- How has communication changed over time?
- What is culture?
- What are some ways people share and celebrate their culture?
- What do primary sources teach us about?
- What is the difference between fact and fiction?

Standards

Standards (Taught and Assessed)

This unit is based on NJDOE SS Standard: 6.1 / 6.3

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Classroom Teacher will give pre-assessment determined by PLC</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.HistoryCC.1 WALT describe how and why your community has changed over time	*Map of Union *Pictures of Union from long ago *Google Earth on Smart Board	Studies Weekly Assessment Week 28	*Studies Weekly Week 28 *Changes in my Neighborhood project in Studies Weekly	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed

				IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistoryCC.1 WALT create a chronological sequence of events of how a community has changed over time	<i>*Map of Union</i> <i>*Pictures of Union from long ago</i> <i>*Google Earth on Smart Board</i>	Studies Weekly Assessment Week 28	<i>*Studies Weekly Week 28</i> <i>*Changes in my Neighborhood project in Studies Weekly</i> <u>Then and Now</u>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistoryCC.2 WALT timeline of important events of history	<i>*Classroom timeline displayed</i>	<i>*Rubric for Home project</i>	<i>*Create a timeline of Child's life home project</i> <i>*Classroom timeline of September- current day</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.HistoryCC.2 WALT make a timeline making inferences of events in history	<i>*Classroom timeline displayed</i>	<i>*Rubric for Home project</i>	<i>*Create a timeline of Child's life home project</i> <i>*Studies Weekly Week 29, 30, 31, 32</i> <i>*Classroom timeline of September- current day</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
6.1.2.HistoryCC.2 WALT make a timeline using inferences of events about the "big picture" of history	<i>*Classroom timeline displayed</i>	<i>*Rubric for Home project</i>	<i>*Create a timeline of Child's life home project</i> <i>*Classroom timeline of September- current day</i> <i>*Studies Weekly Week 29, 30, 31, 32</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed

				IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistoryCC.3 WALT make inferences about past events and individuals affect our current lives	<i>*Classroom timeline displayed</i>	<i>*Rubric for Home project</i>	<i>*Create a timeline of Child's life home project</i> <i>*Classroom timeline of September- current day</i> <i>*Studies Weekly Week 29, 30, 31, 32</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.HistoryCC.3 WALT make inferences about past events, individuals, and innovations affect our current lives	<i>*Pictures of Inventors and their inventions hanging around the classroom with the impact they have made.</i>	<i>Studies Weekly Assessment 31</i>	<i>*Studies Weekly Week 29, 30, 31, 32</i> <i>*Discuss how these inventions impact us in the current day.</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed

				IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistoryUP.1 WALT compare primary sources about (why there are) different accounts of history	<i>*Fact VS Fiction Anchor Chart</i>	<i>Studies Weekly Assessment 12</i>	<i>*Studies Weekly Week 12</i> <i>*A story about my day in Studies Weekly</i> <i>*Create a classroom newspaper</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistoryUP.1 WALT make inferences using primary resources about why there are different accounts of the same events	<i>*Fact VS Fiction Anchor Chart</i>	<i>Studies Weekly Assessment 12</i>	<i>*Studies Weekly Week 12</i> <i>*A story about my day in Studies Weekly</i> <i>*Create a classroom newspaper</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

<p>6.1.2.HistoryUP.1 WALT using primary resources representing multiple perspectives about why there different accounts of the same event</p>	<p><i>*Fact VS Fiction Anchor Chart</i></p>	<p><i>Studies Weekly Assessment 12</i></p>	<p><i>*Studies Weekly Week 12</i> <i>*A story about my day in Studies Weekly</i> <i>*Create a classroom newspaper</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
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<p>SLO – WALT We are learning to/that</p>	<p>Student Strategies</p>	<p>Formative Assessment</p>	<p>Activities and Resources</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>6.1.2.HistoryUP.2 WALT use evidence to reflect on an individual's beliefs, values and traditions</p>	<p><i>Classroom Display of Heritage Projects</i></p>	<p><i>Studies Weekly Assessment 21</i></p>	<p><i>*Studies Weekly Week 21</i> <i>*Family Interview</i> <i>*Heritage Project</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

<p>6.1.2.HistoryUP.2 WALT use evidence to demonstrate an individual's beliefs, values, and traditions</p>	<p><i>Classroom Display of Heritage Projects</i></p>	<p><i>Studies Weekly Assessment 21</i></p>	<p><i>*Studies Weekly Week 21</i> <i>*Family Interview</i> <i>*Heritage Project</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>6.1.2.HistoryUP.2 WALT demonstrate and reflect on how an individual's beliefs, values and traditions change more than one culture</p>	<p><i>Classroom Display of Heritage Projects</i></p>	<p><i>Studies Weekly Assessment 21</i></p>	<p><i>*Studies Weekly Week 21</i> <i>*Family Interview</i> <i>*Heritage Project</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

(B)6.1.2.HistorySE.1 WALT use inferences of regional folk heroes and how they have contributed to the development of a culture's history	<i>Pictures of Inventors and their inventions hanging around the classroom with the impact they have made.</i>	<i>Studies Weekly Assessment 30</i>	<i>*Studies Weekly Week 30</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.HistorySE.1 WALT use examples of regional folk heroes, stories, and songs and how they have contributed to the development of a culture's history	<i>Pictures of Inventors and their inventions hanging around the classroom with the impact they have made.</i>	<i>Studies Weekly Assessment 30</i>	<i>*Studies Weekly Week 30</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistorySE.2 WALT using a variety of sources to inference why the accounts are different	<i>*Fact VS Fiction Anchor Chart</i>	<i>Studies Weekly Assessment 12</i>	<i>*Studies Weekly Week 12</i> <i>*A story about my day in Studies Weekly</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.

			<i>*Create a classroom newspaper</i>	Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
(C6.1.2.HistoryUP.3 WALT use examples from the past and present on how stereotyping can lead to conflict	<i>*Fact VS Fiction Anchor Chart</i>	<i>Studies Weekly Assessment 12</i>	<i>*Studies Weekly Week 12</i> <i>*A story about my day in Studies Weekly</i> <i>*Create a classroom newspaper</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.HistoryUP.3 WALT investigate the development of a local community	*Map of Union *Pictures of Union from long ago *Google Earth on Smart Board	Studies Weekly Assessment Week 28	*Studies Weekly Week 28 *Changes in my Neighborhood project in Studies Weekly Then and Now	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistoryUP.3 WALT use historical data from a variety of sources to learn about the development of a local community	*Map of Union *Pictures of Union from long ago *Google Earth on Smart Board	Studies Weekly Assessment Week 28	*Studies Weekly Week 28 *Changes in my Neighborhood project in Studies Weekly Then and Now	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistoryUP.3 WALT investigate the historical data from a variety of sources to learn about the	*Map of Union *Pictures of Union from long ago *Google Earth on Smart Board	Studies Weekly Assessment Week 28	*Studies Weekly Week 28 *Changes in my Neighborhood project in Studies Weekly Then and Now	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.

development of a local community				Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistoryCA.1 WALT evidence-based argument how communities change over time	<i>*Map of Union</i> <i>*Pictures of Union from long ago</i> <i>*Google Earth on Smart Board</i>	Studies Weekly Assessment Week 28	<i>*Studies Weekly Week 28</i> <i>*Changes in my Neighborhood project in Studies Weekly</i> Then and Now	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.2.HistoryCA.1 WALT evidence-based argument why communities have changed over time	<i>*Map of Union</i> <i>*Pictures of Union from long ago</i> <i>*Google Earth on Smart Board</i>	Studies Weekly Assessment Week 28	<i>*Studies Weekly Week 28</i> <i>*Changes in my Neighborhood project in Studies Weekly</i> Then and Now	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources

				At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
6.1.2.HistoryCA.1 WALT evidence-based argument over how and why communities change over time	*Map of Union *Pictures of Union from long ago *Google Earth on Smart Board	Studies Weekly Assessment Week 28	*Studies Weekly Week 28 *Changes in my Neighborhood project in Studies Weekly Then and Now	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Suggested Formative Summative</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>Teacher Created Mid-Point Common Assessment</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Teacher Created Summative Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Interdisciplinary Connections
ELA: Fact and Fiction lesson from ELA program Listening and speaking from ELA program