

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## Grade 1 Social Studies

Adopted: July 30, 2024

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## Unit 1: Civics

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Grade level: 1

Timeframe: 45 days

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### Core Ideas

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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

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- What communities are you a part of?
  - What responsibilities do you have in each community?
  - Why do we need rules?
  - How do rules and laws help protect us?
  - Why is it important to show fairness and equality to everyone?
  - How can I work with others to solve a conflict?
  - What do government leaders do?
  - How do we choose our government leaders?
  - How does the government use tax money?
  - What services are provided using tax money?
  - Who are the people who use their free time to help others?
  - Why was the Declaration of Independence and Constitution written?
  - What is the Bill of Rights?
  - What are my rights and responsibilities as a citizen?
  - How can I show that I am a good citizen?
  - How do I show respect for the American flag and how can I show respect when the "Star Spangled Banner" is sung?
  - What are symbols and what are some of our national symbols?
  - Why do we celebrate patriotic holidays?
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- What are the physical characteristics of a place? How does climate affect how you live?
- What is human environment interaction?
- How do people change the environment?
- What are regions? What are some characteristics that determine a region? What region do you live in?

## 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 as 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
<b>6.1.2.CivicsPI.1</b> <b>WALT describes roles and responsibilities of community leaders.</b>	<i>Pictures of leaders from our community (Governor, Mayor, and other officials)</i>	<i>Exit Ticket: Name community leaders to match the provided description.</i> <i>Exit Ticket: Name community leaders to</i>	Introduce terminology of “Community Leaders” <a href="#">All About Community Helpers Guessing Game</a> <a href="#">Community Helpers</a> <a href="#">Twinkl</a>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students

<p><b>6.1.2.CivicsPI.4</b>  <b>WALT identify the different roles leaders have in the community.</b></p>		<p>match the provided description. Nearpod Lesson- Public Services Pictures</p> <p>Studies Weekly Assessment Week 1</p>	<ul style="list-style-type: none"> <li>- match examples of community leaders to their roles</li> <li>- find pictures of current local community leaders (computer, newspaper, local magazines, etc.)</li> </ul>	<p>may use a bilingual dictionary.  IEP/504:  Modifications/Accommodations a stated in IEP</p>
<p><b>6.1.2.CivicsPI.1</b>  <b>WALT describes roles and responsibilities of local government leaders.</b></p>	<p><i>*Complete a K-W-L chart.</i>  <i>*Pictures of leaders from our community (Governor, Mayor, and other officials)</i></p>	<p><b>Exit slip-</b> <i>Name a role or responsibility of the mayor of our town.</i></p> <p>Studies Weekly Assessment 4</p>	<p>*K-W-L chart to introduce idea of government leaders  *Studies Weekly 4</p> <p><u><a href="#">*Who are our leaders?</a></u>  *Read aloud: Duck for President</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><b>6.1.2.CivicsPI.4</b>  <b>WALT explains how all people, not just leaders, play important roles in a community.</b></p>	<p><i>Pictures of leaders from our community (Governor, Mayor, and other officials)</i></p>	<p><i>Exit Ticket:</i> Name community leaders to match the provided description.  Exit Ticket: Name community leaders to match the provided description. Nearpod Lesson- Public Services Pictures</p> <p>Studies Weekly Assessment Week 1</p>	<p>Introduce terminology of “Community Leaders”  <u><a href="#">All About Community Helpers Guessing Game</a></u>  <u><a href="#">Community Helpers</a></u>  <u><a href="#">Twinkl</a></u></p> <ul style="list-style-type: none"> <li>- match examples of community leaders to their roles</li> <li>- find pictures of current local community leaders (computer, newspaper, local magazines, etc.)</li> </ul>	<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
<p><b>6.1.2.CivicsPI.6</b> <b>WALT explain the important jobs in our government</b></p>	<ul style="list-style-type: none"> <li>• <i>Pictures of leaders from community (Mayor, governor) displayed</i></li> <li>• <i>Classroom job chart</i></li> </ul>	<p>Studies Weekly Assessment 45</p>	<p>*Studies Weekly Week 4 *<a href="#">Local and State Government Brian Pop</a></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><b>6.1.2.CivicsPI.6</b> <b>WALT explain the different parts of government</b></p> <p><b>6.1.2.CivicsPI.6</b> <b>WALT explain the different branches of government</b></p>	<ul style="list-style-type: none"> <li>• <i>Pictures of leaders from community (Mayor, governor) displayed</i></li> <li>• <i>Classroom job chart</i></li> </ul>	<p>Studies Weekly Assessment 4</p>	<p>*Studies Weekly Week 4 *<a href="#">Levels of Government</a></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><b>(B)6.1.2.CivicsPI.3</b> WALT explain what is meant by rules</p> <p><b>6.1.2.CivicsPR.1</b> WALT what makes good rules</p>	<ul style="list-style-type: none"> <li>• <i>Classroom Rules</i></li> <li>• <i>School Rules</i></li> </ul>	<p>Studies Weekly Assessment 2</p>	<p>*Studies Weekly Week 2 *What would happen with no rules? Read Aloud: What if everybody did that? <a href="#">*Rules vs Laws</a></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>
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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
<p><b>6.1.2.CivicsPR.1</b> WALT determine good rules and laws</p> <p><b>6.1.2.CivicsPR.2</b> WALT explain rules and laws necessary at home, school, and community</p>	<ul style="list-style-type: none"> <li>• <i>Classroom Rules</i></li> <li>• <i>School Rules</i></li> </ul>	<p>Studies Weekly Assessment 2</p>	<p>*Studies Weekly Week 2 <a href="#">*Rules vs Laws</a></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><b>6.1.2.CivicsPR.2</b> WALT explain the authority rules have</p>	<ul style="list-style-type: none"> <li>• <i>Classroom Rules</i></li> <li>• <i>School Rules</i></li> </ul>	<p>Studies Weekly Assessment 2</p>	<p>*Studies Weekly Week 2 *What would happen with no rules? Read</p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when</p>

<p><b>impacted individuals and the community</b></p>			<p>Aloud: What if everybody did that?  <a href="#">*Rules vs Laws</a></p>	<p>not on task. Students may use a bilingual dictionary.          IEP/504: Modifications/Accommodations a stated in IEP</p>
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<p><b>SLO – WALT</b>  <b>We are learning to/that</b></p>	<p><b>Student Strategies</b></p>	<p><b>Formative Assessment</b></p>	<p><b>Activities and Resources</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p><b>6.1.2.CivicsPR.2</b>  <b>WALT cite evidence of rules and laws and the authority they have impacted on individuals and communities</b></p>	<ul style="list-style-type: none"> <li>● <i>Classroom Rules</i></li> <li>● <i>School Rules</i></li> </ul>	<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>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><b>6.1.2.CivicsPR.3</b>  <b>WALT Analyze classroom rules and routines</b></p>	<ul style="list-style-type: none"> <li>● <i>Classroom Rules</i></li> <li>● <i>School Rules</i></li> </ul>	<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>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><b>6.1.2.CivicsPR.4</b>  <b>WALT identify the difference between rules that are fair and not fair</b></p>	<ul style="list-style-type: none"> <li>● <i>Classroom Rules</i></li> <li>● <i>School Rules</i></li> </ul>	<p>Studies Weekly  Assessment 3</p>	<p>*Studies Weekly Week 3  *List classroom rules  *<a href="#">What is fair?</a>  *Showing Fairness activity in Studies Weekly</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><b>6.1.2.CivicsPR.4</b>  <b>WALT explain how rules are fair, consistent, and respectful</b></p>	<ul style="list-style-type: none"> <li>● <i>Classroom Rules</i></li> <li>● <i>School Rules</i></li> </ul>	<p>Studies Weekly  Assessment 3</p>	<p>*Studies Weekly Week 3  *Discuss why we have these routines and rules.</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><b>SLO – WALT</b>  <b>We are learning to/that</b></p>	<p><b>Student Strategies</b></p>	<p><b>Formative Assessment</b></p>	<p><b>Activities and Resources</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p><b>6.1.2.CivicsPR.4</b>  <b>WALT Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are</b></p>	<ul style="list-style-type: none"> <li>● <i>Classroom Rules</i></li> <li>● <i>School Rules</i></li> </ul>	<p>Studies Weekly  Assessment 3</p>	<p>*Studies Weekly Week 3  *<a href="#">What is fair?</a>  * For the Common Good activity in Studies Weekly</p>	<p>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>



<p>fair, consistent, and respectful of individual rights.</p>				<p>IEP/504: Modifications/Accommodations as stated in IEP</p>
<p><b>6.1.2.CivicsPI.2</b> WALT investigate the importance of services in the local government</p>	<ul style="list-style-type: none"> <li>Government Services FlipBook</li> </ul>	<p>Studies Weekly Assessment 4</p>	<p>*Studies Weekly Week 4 *<a href="#">What is fair?</a> *Government Services Flipbook in Studies Weekly</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><b>6.1.2.CivicsPI.2</b> WALT investigates the importance of services of the community leaders.</p>	<ul style="list-style-type: none"> <li>Government Services FlipBook</li> </ul>	<p>Studies Weekly Assessment 4</p>	<p>*Studies Weekly Week 4 *<a href="#">What is fair?</a> *Government Services Flipbook in Studies Weekly</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><b>6.1.2.CivicsPI.4</b> WALT explain the important roles community helpers play within the community</p>	<ul style="list-style-type: none"> <li>Government Services FlipBook</li> </ul>	<p>Studies Weekly Assessment 4</p>	<p>*Studies Weekly Week 4 *<a href="#">What is fair?</a> *Government Services Flipbook in Studies Weekly</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>

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6.1.2.CivicsPI.5 WALT establishing the responsibilities of community helpers	<ul style="list-style-type: none"> <li>• <i>Pictures of leaders from community (Mayor, governor) displayed</i></li> <li>• <i>Classroom job chart</i></li> </ul>	Studies Weekly Assessment Week 1	*Studies Weekly Week 1 * <a href="#">What is a community?</a> * <a href="#">Community Helpers</a>	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.CivicsPI.5 WALT roles of authority within the community	<ul style="list-style-type: none"> <li>• <i>Pictures of leaders from community (Mayor, governor) displayed</i></li> <li>• <i>Classroom job chart</i></li> </ul>	Studies Weekly Assessment Week 1	*Studies Weekly Week 1 * <a href="#">What is a community?</a> * <a href="#">Community Helpers</a>	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.CivicsPI.6 WALT explain the important jobs in our government	<ul style="list-style-type: none"> <li>• <i>Pictures of leaders from community (Mayor, governor) displayed</i></li> </ul>	Studies Weekly Assessment 4	*Studies Weekly Week4 * <a href="#">Levels of Government</a>	Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students

	<ul style="list-style-type: none"> <li>• <i>Classroom job chart</i></li> </ul>			may use a bilingual dictionary. IEP/504: Modifications/Accommodations as stated in IEP
<b>6.1.2.CivicsPI.2</b> <b>WALT investigate the importance of needs to ensure the safety of community members</b>	<ul style="list-style-type: none"> <li>• <i>Pictures of leaders from community (Mayor, governor) displayed</i></li> <li>• <i>Classroom job chart</i></li> </ul>	Studies Weekly Assessment 4	*Studies Weekly Week4 <a href="#">*Levels of Government</a>	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

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.CivicsPI.5</b> <b>WALT Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</b>	<ul style="list-style-type: none"> <li>• <i>Pictures of leaders from community (Mayor, governor) displayed</i></li> <li>• <i>Classroom job chart</i></li> </ul>	Studies Weekly Assessment 4	*Studies Weekly Week4 <a href="#">*Levels of Government</a>	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><b>6.1.2.CivicsPD.1</b>  <b>WALT asking questions and sharing opinions</b></p>	<ul style="list-style-type: none"> <li>• Question vs Statement poster from ELA</li> <li>• Question Anchor Chart</li> </ul>	<p><i>Verbal Exit slip- Ask a question. Share an opinion</i></p>	<p><i>*ELA Opinion Unit</i>  <i>*</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><b>6.1.2.CivicsPD.1</b>  <b>WALT differentiate between fact and opinion to listen to the ideas of others.</b></p>	<ul style="list-style-type: none"> <li>• Fact vs Opinion poster</li> </ul>	<p><i>*<a href="#">fact vs opinion</a> use questions to assess students</i></p>	<p><i>*ELA Opinion Unit</i>  <i>*<a href="#">fact vs opinion</a></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><b>6.1.2.CivicsPD.1</b>  <b>WALT Engages in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</b></p>	<ul style="list-style-type: none"> <li>• Fact vs Opinion poster</li> </ul>	<p><i>*<a href="#">fact vs opinion</a> use questions to assess students</i></p>	<p><i>*ELA Opinion Unit</i>  <i>*<a href="#">fact vs opinion</a></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>



<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.CivicsPD.2</b> <b>WALT effectively work together in groups</b>	<ul style="list-style-type: none"> <li>• <i>How do we work in group rules poster</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Working together rubric</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Role Play how group work should look</i></li> </ul>	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
<b>6.1.2.CivicsPD.2</b> <b>WALT work together to make decisions</b>	<ul style="list-style-type: none"> <li>• <i>How do we work in group rules poster</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Working together rubric</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Role Play how group work should look</i></li> </ul>	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
<b>6.1.2.CivicsPD.2</b> <b>WALT Establishes a process for how individuals can effectively work together to make decisions.</b>	<ul style="list-style-type: none"> <li>• <i>How do we work in group rules poster</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Working together rubric</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Role Play how group work should look</i></li> <li>• <i>Studies Weekly Week 3 Articles 5-7</i></li> </ul>	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
<b>6.1.2.CivicsCM.2</b> <b>WALT describes characteristics that help collaborate</b>	<ul style="list-style-type: none"> <li>• <i>How do we work in group rules poster</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Working together rubric</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Role Play how group work should look</i></li> <li>• <i>Studies Weekly Week 3 Articles 5-7</i></li> </ul>	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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<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.CivicsCM.2</b> <b>WALT examples of problem solving methods</b>	<ul style="list-style-type: none"> <li>• <i>How do we work in group rules poster</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Working together rubric</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Role Play how group work should look</i></li> <li>• <i>Studies Weekly Week 3 Articles 5-7</i></li> </ul>	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><b>6.1.2.CivicsCM.2</b>  <b>WALT Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</b></p>	<ul style="list-style-type: none"> <li>• <i>How do we work in group rules poster</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Working together rubric</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Role Play how group work should look</i></li> <li>• <i>Studies Weekly Week 3 Articles 5-7</i></li> </ul>	<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><b>6.1.2.CivicsCM.3</b>  <b>WALT explain diversity, tolerance, fairness, and respect for other</b></p>	<ul style="list-style-type: none"> <li>• <i>How do we work in group rules poster</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Working together rubric</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Role Play how group work should look</i></li> <li>• <i>Studies Weekly Week 3</i></li> <li>• <i>*<a href="#">What is fair?</a></i></li> <li>• <i>* For the Common Good activity in Studies Weekly</i></li> </ul>	<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><b>6.1.2.CivicsCM.3</b>  <b>WALT explains individuals feeling accepted.</b></p>	<ul style="list-style-type: none"> <li>• <i>How do we work in group rules poster</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Working together rubric</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Role Play how group work should look</i></li> <li>• <i>Studies Weekly Week 3</i></li> <li>• <i>*<a href="#">What is fair?</a></i></li> <li>• <i>* For the Common Good activity in Studies Weekly</i></li> </ul>	<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>

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.CivicsDP.1</b> <b>WALT explain American values and principle</b>	<i>America Symbols Anchor Chart</i> <i>*National Symbols poster</i> <i>*Our Pledge of Allegiance Poster</i>	<i>Studies Weekly Assessments Week 8, Week 9, Week 10</i>	<i>Studies Weekly Articles: Week 8- Patriotism Week 9-Patriotic Symbols Week 10- - National Holidays</i> <i>Interactive Notebooks: American Holidays, American Symbols, &amp; The Pledge of Allegiance</i> <i>American Symbols Packet with Vocabulary</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
<b>6.1.2.CivicsDP.1</b> <b>WALT Explain how national symbols reflect on American values and principles.</b>	<i>America Symbols Anchor Chart</i> <i>*National Symbols poster</i> <i>*Our Pledge of Allegiance Poster</i>	<i>Studies Weekly Assessments Week 8, Week 9, Week 10</i>	<i>Studies Weekly Articles: Week 8- Patriotism Week 9-Patriotic Symbols Week 10- - National Holidays</i> <i>Interactive Notebooks: American Holidays, American Symbols, &amp; The Pledge of Allegiance</i> <i>American Symbols Packet with Vocabulary</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



<b>6.1.2.CivicsDP.3</b> <b>WALT explain historical symbols, monuments, and holidays in America</b>	<i>America Symbols Anchor Chart</i> <i>*National Symbols poster</i> <i>*Our Pledge of Allegiance Poster</i>	<i>Studies Weekly Assessments Week 8, Week 9, Week 10</i>	<i>Studies Weekly Articles: Week 8- Patriotism</i> <i>Week 9-Patriotic Symbols</i> <i>Week 10- - National Holidays</i> <i>American Symbols Packet with Vocabulary</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
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<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.CivicsDP.3</b> <b>WALT explain and reflect the symbols, monuments, and holidays are in America</b>	<i>America Symbols Anchor Chart</i> <i>*National Symbols poster</i> <i>*Our Pledge of Allegiance Poster</i>	<i>Studies Weekly Assessments Week 8, Week 9, Week 10</i>	<i>Studies Weekly Articles: Week 8- Patriotism</i> <i>Week 9-Patriotic Symbols</i> <i>Week 10- - National Holidays</i> <i>American Symbols Packet with Vocabulary</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
<b>6.1.2.CivicsDP.2</b> <b>WALT describe the democratic principle and how it impacts individuals and communities</b>	<i>*Government Flip Book</i>	<i>-Studies Weekly Assessment 5</i> <i>-Studies Weekly Assessment 6</i>	<i>*Studies Weekly Week 4</i> <i>*Studies Weekly Week 5</i> <i>*Studies Weekly Week 6</i> <i>*Rights BINGO in Studies Weekly</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
<b>6.1.2.CivicsDP.3</b> <b>WALT Explain and reflect on the shared values, principles, and beliefs on the American Identity</b>	<i>*Government Flip Book</i>	-Studies Weekly Assessment 5 -Studies Weekly Assessment 6	*Studies Weekly Week 4 *Studies Weekly Week 5 *Studies Weekly Week 6 *Rights BINGO in Studies Weekly	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
<b>6.1.2.CivicsPR.3</b> <b>WALT Describe the common good</b>	<ul style="list-style-type: none"> <li>• <i>How do we work in group rules poster</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Working together rubric</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Role Play how group work should look</i></li> <li>• <i>Studies Weekly Week 3</i></li> <li>• <i>*<a href="#">What is fair?</a></i></li> <li>• <i>* For the Common Good activity in Studies Weekly</i></li> </ul>	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.CivicsPR.3 WALT Analyze and describe the benefits of the common good and rules and routines	<ul style="list-style-type: none"> <li>● <i>Classroom Rules</i></li> <li>● <i>School Rules</i></li> </ul>	Studies Weekly Assessment 3	*Studies Weekly Week 3 * <a href="#">What is fair?</a> * For the Common Good activity in Studies Weekly	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.CivicsCM.1 WALT describes what a responsibility is.	<ul style="list-style-type: none"> <li>● <i>Classroom Rules</i></li> <li>● <i>School Rules</i></li> </ul>	Studies Weekly Assessment 7	*Studies Weekly Week 7 *Week 1 “My Responsibilities” Activity * <a href="#">Being Responsible</a>	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.CivicsCM.1 WALT describe the importance of personal and civic responsibilities	<ul style="list-style-type: none"> <li>● <i>Classroom Rules</i></li> <li>● <i>School Rules</i></li> </ul>	Studies Weekly Assessment 7	*Studies Weekly Week 7 *Week 1 “My Responsibilities” Activity * <a href="#">Being Responsible</a>	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
<b>6.1.2.CivicsCM.1</b> <b>WALT Describe why it is important that individuals assume personal and civic responsibilities</b>	<ul style="list-style-type: none"> <li>• <i>Classroom Rules</i></li> <li>• <i>School Rules</i></li> </ul>	Studies Weekly Assessment 7	*Studies Weekly Week 7 *Week 1 “My Responsibilities” Activity * <a href="#">Being Responsible</a>	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

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.CivicsCM.3</b> <b>WALT Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted</b>	* <i>Classroom rules</i>	Studies Weekly Assessment 3	*Studies Weekly Week 3 * <a href="#">What is fair?</a> * For the Common Good activity in Studies Weekly	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><b>6.3.2.CivicsPD.1 WALT With adult guidance bring awareness to local school issues</b></p>	<p><i>*Classroom rules</i></p>	<p>Studies Weekly Assessment 3</p>	<p>*Studies Weekly Week 3 *<a href="#">What is fair?</a> * For the Common Good activity in Studies Weekly</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/Accomm odations a stated in IEP</p>
<p><b>6.3.2.CivicsPD.1 WALT With adult support bring awareness to community members</b></p>	<p><i>*Classroom rules</i></p>	<p>Studies Weekly Assessment 3</p>	<p>*Studies Weekly Week 3 *<a href="#">What is fair?</a> * For the Common Good activity in Studies Weekly</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/Accomm odations a stated in IEP</p>
<p><b>6.3.2.CivicsPD.1 WALT With adult guidance and support make recommendations for change</b></p>	<p><i>*Classroom rules</i></p>	<p>Studies Weekly Assessment 3</p>	<p>*Studies Weekly Week 3 *<a href="#">What is fair?</a> * For the Common Good activity in Studies Weekly</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/Accomm odations 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><b>6.3.2.GeoGI.1</b> WALT investigate global issues such as the significance of climate change around the world</p>	<p><a href="#">What is climate change: facts for kids</a> <a href="#">Climate Change   Educational Video for Kids</a> <a href="#">Climate Change - The environment for Kids (Updated Version)</a></p>	<p>Studies Weekly Assessment Week 16 Studies Weekly Assessment Week 18 Studies Weekly Assessment Week 20</p>	<p><a href="#">Climate Change for Kids: OLogy   AMNH</a> Studies Weekly: 16, 18, 20</p> <p>Activity: <i>Help the Environment</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><b>6.3.2.GeoGI.1</b> WALT investigate global issues and share information about climate change and how it impacts different regions around the world</p>	<p><a href="#">What is climate change: facts for kids</a> <a href="#">Climate Change   Educational Video for Kids</a> <a href="#">Climate Change - The environment for Kids (Updated Version)</a></p>	<p>Studies Weekly Assessment Week 16 Studies Weekly Assessment Week 18 Studies Weekly Assessment Week 20</p>	<p><a href="#">Climate Change for Kids: OLogy   AMNH</a> Studies Weekly: 16, 18, 20</p> <p>Activity: <i>Help the Environment</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><b>6.3.2.GeoGI.1</b> WALT investigate the impact of global issues and the share information about climate change and it impact on different</p>	<p><a href="#">What is climate change: facts for kids</a> <a href="#">Climate Change   Educational Video for Kids</a></p>	<p>Studies Weekly Assessment Week 16 Studies Weekly Assessment Week 18 Studies Weekly Assessment Week 20</p>	<p><a href="#">Climate Change for Kids: OLogy   AMNH</a> Studies Weekly: 16, 18, 20</p> <p>Activity: <i>Help the Environment</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.</p>



regions around the world	<a href="#">Climate Change - The environment for Kids (Updated Version)</a>			IEP/504: Modifications/Accommodations as stated in IEP
6.3.2.GeoGI.2 WALT collect data from multiple sources about environmental issues and possible solutions	<a href="#">What is climate change: facts for kids</a> <a href="#">Climate Change   Educational Video for Kids</a> <a href="#">Climate Change - The environment for Kids (Updated Version)</a>	Studies Weekly Assessment Week 16 Studies Weekly Assessment Week 18 Studies Weekly Assessment Week 20	<a href="#">Climate Change for Kids: OLogy   AMNH</a> Studies Weekly: 16, 18, 20  Activity: Help the Environment	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
6.3.2.GeoGI.2 WALT consider data from multiple perspectives on environmental issues and possible solutions	<a href="#">What is climate change: facts for kids</a> <a href="#">Climate Change   Educational Video for Kids</a> <a href="#">Climate Change - The environment for Kids (Updated Version)</a>	Studies Weekly Assessment Week 16 Studies Weekly Assessment Week 18 Studies Weekly Assessment Week 20	<a href="#">Climate Change for Kids: OLogy   AMNH</a> Studies Weekly: 16, 18, 20  Activity: Help the Environment	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><b>6.3.2.GeoGI.2</b>  <b>WALT collect informed data from multiple perspectives about environmental issues and possible solutions</b></p>	<p><a href="#">What is climate change: facts for kids</a>  <a href="#">Climate Change   Educational Video for Kids</a>  <a href="#">Climate Change - The environment for Kids (Updated Version)</a></p>	<p><i>Studies Weekly Assessment Week 16</i>  <i>Studies Weekly Assessment Week 18</i>  <i>Studies Weekly Assessment Week 20</i></p>	<p><a href="#">Climate Change for Kids: OLogy   AMNH</a>  <i>Studies Weekly: 16, 18, 20</i>  <i>Activity: Help the Environment</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>
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<p><b>1/4 Unit 1 CFA</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p><i>Suggested Formative</i>  <i>Teacher Created Formative Common Assessment</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 a stated in IEP</p>

<p><b>Mid-Point Unit 1 CFA</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p>Teacher Created Summative Assessment</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><b>Summative Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p>Teacher Created Summative Assessment</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>



<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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



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## Unit 2: Geography

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**Grade level: Grade 1**

**Timeframe: 45 days**

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### Core Ideas

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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

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- What are the physical characteristics of a place? How does climate affect how you live?
  - What is human environment interaction?
  - How do people change the environment?
  - What are regions? What are some characteristics that determine a region? What region do you live in?
  - Why are maps and globes important to have?
  - What are the five themes of geography?
  - How do the five themes of geography help us learn about the world?
  - What is relative location? What is absolute location?
  - How do I describe a place using location?
  - How can I use a compass rose to find a place on a map?
  - What are human characteristics? Why are human characteristics important?
  - What are the three types of communities?
  - Why do people move?
  - Why do people live near resources?
  - What is culture?
  - How do people share their culture?
  - What is scarcity?
  - How do people make choices about what to buy?
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- Why can't we buy everything we want?
- How do jobs help people meet their needs?
- What are the four different types of jobs?

## 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
<b>6.1.2.Geo.SV.1</b> <b>WALT identifies the features of maps such as continents and oceans.</b>	*Map of world *Map of United States *Globe	<i>Studies Weekly</i> <i>Assessment Week 13, 14, 15</i>	<i>Studies Weekly Weeks 13-15</i> <a href="#">Map Skills</a> <a href="#">Interactive NoteBook</a> <a href="#">Maps</a> <a href="#">Interactive Continents &amp; Oceans</a>	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
<b>6.1.2.Geo.SV.1</b> <b>WALT identifies the features of maps such as continents, oceans, and mountains.</b>	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i>	<i>Studies Weekly Assessment Week 13, 14, 15</i>	<i>Studies Weekly Weeks 13-15</i> <a href="#"><u>Interactive NoteBook Maps</u></a> <a href="#"><u>Interactive Continents &amp; Oceans</u></a> <a href="#"><u>Map Skills</u></a>	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
<b>6.1.2.Geo.SV.1</b> <b>WALT identifies all of the physical features of a map including lakes and rivers.</b>	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i>	<i>Studies Weekly Assessment Week 13, 14, 15</i>	<i>Studies Weekly Weeks 13-15</i> <a href="#"><u>Map Skills</u></a> <a href="#"><u>Interactive NoteBook Maps</u></a> <a href="#"><u>Interactive Continents &amp; Oceans</u></a>	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
<b>6.1.2.Geo.SV.2</b> <b>WALT describes why maps are created and look at different types of maps.</b>	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i>	<i>Studies Weekly Assessment Week 13, 14, 15</i>	<i>Studies Weekly Weeks 13-15</i> <a href="#"><u>Map Skills</u></a>	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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<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.Geo.SV.3</b> <b>WALT identifies the parts of a map and globe describing the title, legend, and cardinal directions.</b>	<i>*Map of world</i> <i>*Map of United States</i> <i>*Globe</i>	<i>Studies Weekly Assessment Week 13, 14, 15</i>	<i>Studies Weekly Weeks 13-15</i> <a href="#"><i>Map Skills</i></a> <a href="#"><i>Interactive NoteBook</i></a> <a href="#"><i>Maps</i></a> <a href="#"><i>Interactive Continents &amp; Oceans</i></a>	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/Accomm odations a stated in IEP
<b>6.1.2.Geo.GI.2</b> <b>WALT use technology to understand physical characteristics of a region</b>	<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</i>	<i>Studies Weekly Weeks 13-15</i> <a href="#"><i>Map Skills</i></a>	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/Accomm odations a stated in IEP
<b>6.1.2.GeoPP.1</b> <b>WALT explain physical characteristics of a location and why it is a good place to live.</b>	<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> <a href="#"><i>Different kinds of regions</i></a>	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
<b>6.1.2.GeoPP.1</b> <b>WALT explain human characteristics of a location and why it is a good place to live.</b>	<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> <a href="#"><i>Different kinds of regions</i></a> <a href="#"><i>Google Earth</i></a> <a href="#"><i>Where I Live</i></a>	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

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.Geo.SV.2</b> <b>WALT describes why maps are created and find different types of maps in books and around the school.</b>	<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- <a href="#"><i>Map Skills Facts About Maps (For Kids)</i></a> <a href="#"><i>What If MAPS Weren't Invented? History Of Cartography   Best Learning Videos For Kids   iWonder</i></a></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><b>6.1.2.Geo.SV.2</b>  <b>WALT describes why different types of maps are created and what those maps mean.</b></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- <a href="#">Map Skills Facts About Maps (For Kids)</a></i>  <i><a href="#">What If MAPS Weren't Invented? History Of Cartography   Best Learning Videos For Kids   iWonder</a></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><b>6.1.2.Geo.SV.3</b>  <b>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.</b></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- <a href="#">Map Skills Facts About Maps (For Kids)</a></i>  <i><a href="#">What If MAPS Weren't Invented? History Of Cartography   Best Learning Videos For Kids   iWonder</a></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><b>6.1.2.Geo.SV.4</b>  <b>WALT identify landmarks around the classroom and where they are located in relation to our spot.</b></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><a href="#">Let's Make a Map of our Classroom activity</a></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
<b>6.1.2.Geo.SV.4</b> <b>WALT identify landmarks in and around our school and where they are located in relation to our spot.</b>	<i>Map of Classroom</i> <i>Map of School</i>	<i>Studies Weekly</i> <i>Assessment Week 13</i>	<i>Studies Weekly:</i> <i>Week 13 and 15</i> <a href="#"><u>Let's Make a Map of our Classroom activity</u></a>	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
<b>6.1.2.Geo.SV.4</b> <b>WALT identifies landmarks around the school and throughout our community and where they are located in relation to our spot.</b>	<i>Map of Classroom</i> <i>Map of School</i> <i>Map of Union</i>	<i>Studies Weekly</i> <i>Assessment Week 13</i>	<i>Studies Weekly:</i> <i>Week 13 and 15</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
<b>6.1.2.Geo.GI.2</b> <b>WALT use technology to understand the culture and physical characteristics of a region</b>	<i>Smart Board</i> <i>Student Chromebooks</i>	<i>Studies Weekly</i> <i>Assessments Week 16, 17, 20 21</i>	<i>Studies Weekly:</i> <i>Weeks 16, 17, 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 as stated in IEP
<b>6.1.2.Geo.HE.1</b> <b>WALT explain how seasonal weather changes and its effect on people's lives in a place or region</b>	<i>Classroom Thermometer</i> <i>Weather.Com on smart board</i> <i>Weather Chart</i>	<i>Studies Weekly Assessments Weeks 16 &amp; 20</i>	<i>Studies Weekly: Week 16 and 20</i> <a href="#"><u>Climates</u></a>	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

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.Geo.HE.1</b> <b>WALT explain how the climate affects people's lives in a place or region.</b>	<i>Classroom Thermometer</i> <i>Weather.Com on smart board</i> <i>Weather Chart</i>	<i>Studies Weekly Assessments Weeks 16 &amp; 20</i>	<i>Studies Weekly: Week 16 and 20</i> <a href="#"><u>Climates</u></a>	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><b>6.1.2.Geo.HE.1</b>  <b>WALT explain how the climate affects people's lives in a place or region.</b></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 &amp; 20</i></p>	<p><i>Studies Weekly: Week 16 and 20</i>  <a href="#"><u>Climates</u></a></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><b>6.1.2.Geo.HE.2</b>  <b>WALT describes how human activities affect the culture of a place or region.</b></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 &amp; 20</i></p>	<p><i>Studies Weekly: Week 16 and 20</i>  <a href="#"><u>Climates</u></a></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><b>6.1.2.Geo.HE.2</b>  <b>WALT describe environmental characteristics that affect the culture of a place or region</b></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 &amp; 20</i></p>	<p><i>Studies Weekly: Week 16 and 20</i>  <a href="#"><u>Climates</u></a></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.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> <a href="#">New Jersey</a> <i>Read books about the state of New Jersey</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.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> <a href="#">New Jersey</a> <i>Read books about the state of New Jersey</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.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 18, 20 and 21</i>	<i>Studies Weekly: Week 18, 20 and 21</i> <a href="#">United States</a>	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
<b>6.1.2.Geo.HE.4 WALT investigate physical environment of a place</b>	<i>Map of New Jersey Map of United States</i>	<i>Studies Weekly Assessments Weeks 16, 20 and 21</i>	<i>Studies Weekly: Week 16, 20 and 21 <a href="#">United States</a></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

<b>SLO – WALT We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.Geo.HE.4 WALT investigate economic activities of a place</b>	<i>Money Chart 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><b>6.1.2.Geo.HE.4</b>  <b>WALT investigate the relationship between the physical environment and economic activities of a place</b></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 a stated in IEP</p>
<p><b>6.1.2.Geo.GI.1</b>  <b>WALT explain why people, goods, and ideas move from place to place</b></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 a stated in IEP</p>

<p><b>SLO – WALT</b>  <b>We are learning to/that</b></p>	<p><b>Student Strategies</b></p>	<p><b>Formative Assessment</b></p>	<p><b>Activities and Resources</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
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<p><b>6.1.2.Geo.GI.1</b>  <b>WALT explain why and how people, goods, and ideas move from place to place</b></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 a stated in IEP</p>
<p><b>6.1.2.Geo.GI.2</b>  <b>WALT use technology to understand culture of a region</b></p>	<p><i>United States Map</i></p>	<p><i>Studies Weekly</i>  <i>Assessments Week 20 and 21</i></p>	<p><i>Studies Weekly:</i>  <i>Week 20 and 21</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><b>Benchmark Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p><i>Teacher Created Formative Common Assessment</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 a stated in IEP</p>

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<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

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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

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**Unit Title: Economics**

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**Grade level: 1****Timeframe: 45 days**

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**Core Ideas**

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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**

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- What is human environment interaction?
  - How do people change the environment?
  - How do people make choices about what to buy?
  - Why can't we buy everything we want?
  - How do jobs help people meet their needs?
  - What are the four different types of jobs?
  - What is the difference between needs and wants?
  - What are the three types of resources?
  - What is the difference between goods and services?
  - How is money used for buying and selling?
  - What is the difference between a consumer and a producer?
  - Why is saving money important?
  - How can we decide what we want to spend and what we want to save?
  - Where can we keep our money safe?
  - How do you change over time?
  - How does what you are able to do change over time?
  - How does your family change over time?
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- How do neighborhoods and communities change over time?

## 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
<b>6.1.2.EconET.1</b> <b>WALT explain needs and wants</b>	<i>Needs VS Wants Anchor Chart</i>	<i>Studies Weekly Assessment Week 22</i>	<i>Studies Weekly Week 22 Needs Vs Wants Sort</i>  <a href="#"><u>Needs vs Wants</u></a>	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
<b>6.1.2.EconET.1</b> <b>WALT explain the difference between needs and wants</b>	<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> <a href="#"><u>Needs vs Wants</u></a>	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
<b>6.1.2.EconET.2</b> <b>WALT examples of choices people make</b>	<i>Needs VS Wants Anchor Chart</i>	<i>Studies Weekly 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
<b>6.1.2.EconEM.1</b> <b>WALT describe goods and services</b>	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23</i>	<i>Studies Weekly Week 23</i> <a href="#"><u>Good and Services</u></a>	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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<b>SLO – WALT We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.EconEM.1 WALT describe skills required to produce goods and services</b>	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23, 24, 25</i>	<i>Studies Weekly Week 23-25</i> <a href="#"><u>Good and Services</u></a>	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
<b>6.1.2.EconEM.3 WALT identify goods and services of today and the past</b>	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23 and 28</i>	<i>Studies Weekly Week 23 and 28</i> <a href="#"><u>Good and Services</u></a>	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
<b>6.1.2.EconEM.3 WALT identify ways people exchange goods and services in the past</b>	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23 and 28</i>	<i>Studies Weekly Week 23 and 28</i> <a href="#"><u>Good and Services</u></a>	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
<b>6.1.2.EconEM.3</b> <b>WALT identify ways in which people exchanged goods and services today and in the past</b>	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23 and 28</i>	<i>Studies Weekly Week 23 and 28</i> <a href="#"><u>Good and Services</u></a>	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

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.EconNE.2</b> <b>WALT describe goods and services</b>	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23</i>	<i>Studies Weekly Week 23</i> <a href="#"><u>Good and Services</u></a>	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

<b>6.1.2.EconNE.2</b> <b>WALT describe examples of goods and services provided by the government</b>	<i>Goods and Services Anchor Chart</i>	<i>Studies Weekly Assessment Week 23</i>	<i>Studies Weekly Week 23</i> <a href="#"><u>Good and Services</u></a>	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
<b>6.1.2.EconGE.2</b> <b>WALT explain why people trade goods and services</b>	<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

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.EconGE.2</b> <b>WALT explain why people trade goods and services with people in other countries</b>	<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
<b>6.1.2.EconEM.1</b> <b>WALT describe the skills and knowledge needed to produce specific goods and services</b>	<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
<b>6.1.2.EconEM.2</b> <b>WALT describe goods and services that individuals and business produce in the community</b>	<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
<b>6.1.2.EconEM.2</b> <b>WALT describe goods and services local community produce in other communities</b>	<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.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 a 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 a stated in IEP
6.1.2.EconET.4 WALT explain how investments can impact investments can have on individuals lives	<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
<b>6.1.2.EconET.4 WALT explain the impact of savings, debt, and investments can have on individual lives</b>	<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

<b>SLO – WALT We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.EconET.5WALT describe decisions made by local government</b>	<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
<b>6.1.2.EconET.5 WALT describe decision that affect individual and the community</b>	<i>Spending Vs Savings Anchor Chart created by teacher</i>	<i>Studies Weekly 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
<b>6.1.2.EconET.5</b> <b>WALT describe decisions made by local government and how they affect the individual and the community</b>	<i>Spending Vs Savings</i> <i>Anchor Chart created by teacher</i>	<i>Studies Weekly</i> <i>Assessment Week 24</i>	<i>Studies Weekly</i> <i>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
<b>6.1.2.EconET.2</b> <b>WALT cite examples of resources people use when resources are scarce</b>	<i>Spending Vs Savings</i> <i>Anchor Chart created by teacher</i>	<i>Studies Weekly</i> <i>Assessment Week 24</i>	<i>Studies Weekly</i> <i>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



<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.EconET.3</b> <b>WALT describe how the prices and influence output of products</b>	<i>Spending Vs Savings</i> <i>Anchor Chart created by teacher</i>	<i>Studies Weekly</i> <i>Assessment Week 24, 25</i>	<i>Studies Weekly Weeks</i> <i>24, 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
<b>6.1.2.EconET.3</b> <b>WALT describe how supply and demand influence prices and output of products</b>	<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
<b>6.1.2.EconNE.1</b> <b>WALT identify human and physical capital, and natural resources</b>	<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

<b>6.1.2.EconNE.1</b> <b>WALT identify how human and physical capital and natural resources contribute to economic conditions</b>	<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 a stated in IEP
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<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.EconNE.1</b> <b>WALT identify examples of capital, and resources that contribute to favorable economic conditions</b>	<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 a stated in IEP
<b>6.1.2.EconGE.1</b> <b>WALT cite examples of products that are produced domestically</b>	<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
<b>6.1.2.EconGE.1</b> <b>WALT cite examples of products that are sold abroad</b>	<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
<b>6.1.2.EconGE.1</b> <b>WALT cite examples of products sold abroad produced abroad and sold domestically</b>	<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

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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 as stated in IEP

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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



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**Unit 4: History**

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**Grade level: 1      Timeframe: 45 days**

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**Core Ideas**

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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**

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- What do primary sources help me learn about?
- Why is it important to know the difference between fact and fiction?
- What is culture?
- How do people share their culture?
- What do we use calendars for?
- WHY do calendars show?
- How can we use the words past, present and future to describe time?
- How do you change over time?
- How does what you are able to do change over time?
- How does your family change over time?
- How do neighborhoods and communities change over time?
- What are timelines and how do we use them?
- How is your life different from children in the past?
- What are inventors and what important inventions do we still use today?
- How has transportation changed over time
- How has communication change over time?

## Standards

### Standards (Taught and Assessed)

- 6.1 History

### 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

<b>Pre-Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<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

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
<b>6.1.2.HistoryCC.1</b> <b>WALT describe how and why your community has changed over time</b>	<i>*Map of Union *Pictures of Union from long ago *Google Earth on Smart Board</i>	Studies Weekly Assessment Week 27,28	*Studies Weekly Week 27, 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
<b>6.1.2.HistoryCC.1</b> <b>WALT create a chronological sequence of events of how a community has changed over time</b>	<i>*Map of Union</i> <i>*Pictures of Union from long ago</i> <i>*Google Earth on Smart Board</i>	Studies Weekly Assessment Week 27, 28	*Studies Weekly Week 27, 28 *Changes in my Neighborhood project in Studies Weekly <a href="#">Then and Now</a>	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
<b>6.1.2.HistoryCC.2</b> <b>WALT timeline of important events of history</b>	<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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<b>SLO – WALT We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.HistoryCC.2 WALT make a timeline making inferences of events in history</b>	<i>*Classroom timeline displayed</i>	<i>*Studies Weekly Assessment Week 29 *Rubric for Home project</i>	<i>*Create a timeline of Child’s life home project *Studies Weekly Week 29, 30, 31, 32 *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
<b>6.1.2.HistoryCC.2 WALT make a timeline using inferences of events about the “big picture” of history</b>	<i>*Classroom timeline displayed</i>	<i>*Rubric for Home project</i>	<i>*Create a timeline of Child’s life home project *Classroom timeline of September- current day *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 a stated in IEP



<p><b>6.1.2.HistoryCC.3</b>  <b>WALT make inferences about past events and individuals affect our current lives</b></p>	<p><i>*Classroom timeline displayed</i></p>	<p><i>*Rubric for Home project</i></p>	<p><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></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><b>SLO – WALT</b>  <b>We are learning to/that</b></p>	<p><b>Student Strategies</b></p>	<p><b>Formative Assessment</b></p>	<p><b>Activities and Resources</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p><b>6.1.2.HistoryCC.3</b>  <b>WALT make inferences about past events, individuals, and innovations affect our current lives</b></p>	<p><i>*Pictures of Inventors and their inventions hanging around the classroom with the impact they have made.</i></p>	<p><i>Studies Weekly Assessment 31</i></p>	<p><i>*Studies Weekly Week 29, 30, 31, 32</i>  <i>*Discuss how these inventions impact us in the current day.</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 a stated in IEP</p>

<p><b>6.1.2.HistoryUP.1</b>  <b>WALT compare primary sources about (why there are) different accounts of history</b></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 a stated in IEP</p>
<p><b>6.1.2.HistoryUP.1</b>  <b>WALT make inferences using primary resources about why there are different accounts of the same events</b></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 a stated in IEP</p>
<p><b>6.1.2.HistoryUP.1</b>  <b>WALT using primary resources representing multiple perspectives about why there different accounts of the same event</b></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</p>

				Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
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<b>SLO – WALT We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.HistoryUP.2 WALT use evidence to reflect on an individual's beliefs, values and traditions</b>	<i>Classroom Display of Heritage Projects</i>	<i>Studies Weekly Assessment 21</i>	* <i>Studies Weekly Week 21</i> * <i>Family Interview</i> * <i>Heritage Project</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
<b>6.1.2.HistoryUP.2 WALT use evidence to demonstrate an individual's beliefs, values, and traditions</b>	<i>Classroom Display of Heritage Projects</i>	<i>Studies Weekly Assessment 21</i>	* <i>Studies Weekly Week 21</i> * <i>Family Interview</i> * <i>Heritage Project</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
<b>6.1.2.HistoryUP.2</b> <b>WALT demonstrate and reflect on how an individual's beliefs, values and traditions change more than one culture</b>	<i>Classroom Display of Heritage Projects</i>	<i>Studies Weekly Assessment 21</i>	<i>*Studies Weekly Week 21</i> <i>*Family Interview</i> <i>*Heritage Project</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
<b>6.1.2.HistorySE.1</b> <b>WALT use inferences of regional folk heroes and how they have contributed to the development of a culture's history</b>	<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. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education,</b>
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				<b>Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.HistorySE.1</b> <b>WALT use examples of regional folk heroes, stories, and songs and how they have contributed to the development of a culture's history</b>	<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. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
<b>6.1.2.HistorySE.2</b> <b>WALT using a variety of sources to inference why the accounts are different</b>	<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

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of</b>
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				<b>Failure, 504) and Reflections</b>
<b>6.1.2.HistoryUP.3</b> <b>WALT use examples from the past and present on how stereotyping can lead to conflict</b>	<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 a stated in IEP

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.HistoryUP.3</b> <b>WALT investigate the development of a local community</b>	<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> <a href="#"><u>Then and Now</u></a>	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><b>6.1.2.HistoryUP.3</b>  <b>WALT use historical data from a variety of sources to learn about the development of a local community</b></p>	<p><i>*Map of Union</i>  <i>*Pictures of Union from long ago</i>  <i>*Google Earth on Smart Board</i></p>	<p>Studies Weekly  Assessment Week 28</p>	<p>*Studies Weekly Week 28  *Changes in my Neighborhood project in Studies Weekly  <a href="#">Then and Now</a></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><b>6.1.2.HistoryUP.3</b>  <b>WALT investigate the historical data from a variety of sources to learn about the development of a local community</b></p>	<p><i>*Map of Union</i>  <i>*Pictures of Union from long ago</i>  <i>*Google Earth on Smart Board</i></p>	<p>Studies Weekly  Assessment Week 28</p>	<p>*Studies Weekly Week 28  *Changes in my Neighborhood project in Studies Weekly  <a href="#">Then and Now</a></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><b>6.1.2.HistoryCA.1</b>  <b>WALT evidence-based argument how communities change over time</b></p>	<p><i>*Map of Union</i>  <i>*Pictures of Union from long ago</i>  <i>*Google Earth on Smart Board</i></p>	<p>Studies Weekly  Assessment Week 28</p>	<p>*Studies Weekly Week 28  *Changes in my Neighborhood project in Studies Weekly  <a href="#">Then and Now</a></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</p>

				Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
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<b>SLO – WALT We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.1.2.HistoryCA.1 WALT evidence-based argument why communities have changed over time</b>	<i>*Map of Union *Pictures of Union from long ago *Google Earth on Smart Board</i>	Studies Weekly Assessment Week 28	*Studies Weekly Week 28 *Changes in my Neighborhood project in Studies Weekly <a href="#">Then and Now</a>	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
<b>6.1.2.HistoryCA.1 WALT evidence-based argument over how and why communities change over time</b>	<i>*Map of Union *Pictures of Union from long ago *Google Earth on Smart Board</i>	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.



			<a href="#">Then and Now</a>	Students may use a bilingual dictionary. Use Journeys ELL resources At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
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<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<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 2

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<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

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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



<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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