



Hillsborough Township Public Schools Curriculum Map
Course Title: First Grade Social Studies

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
Office of Curriculum and Instruction
CURRICULUM MAP

COURSE TITLE	First Grade Social Studies							
GRADE BAND	X	K-4		5-6		7-8		9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	September 19, 2022							

COURSE OVERVIEW

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

In grades K-4, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

During the first unit, Civics, Government & Human Rights, students will be able to answer an essential question about what makes a responsible citizen. Students will learn that there are many ways to be a responsible citizen including being a person with good character as well as fulfilling their civic responsibilities, such as following rules and laws and voting. Along with this, students will learn that all people have basic human rights, are unique, and deserve to be included and treated fairly.

The second unit is called History, Cultures & Perspectives. Students learning in this unit will be focused on questions about what makes a good leader, how leaders brought change to our country, and how American identity developed. The unit begins by reviewing what it means to be a good citizen and brainstorming the qualities of an effective leader. Next, five important historical leaders will be introduced, one at a time. Each leader will be introduced by teaching a brief overview of their life. Then, a simple history of that time period will be taught in the context of specific prejudices and

stereotypes that occurred. A discussion and/or activities will follow that highlight how that specific leader addressed those prejudices and stereotypes and implemented change to help make laws more fair for all. Finally, students will learn about what symbols, monuments, and holidays have been implemented to honor the work of these leaders. To tie all of the concepts together, a class timeline will be created that highlights one important date for each leader/event from this unit.

In the Geography unit, students will learn what the term “geography” means and how to read a map. Students will learn that there are different types of maps and how the parts of a map (map key, compass rose, symbols) can help them interpret the map. Students will have the opportunity to create their own maps based on what they learned.

In the Economics unit, students will learn how individuals and the community meet our needs and wants. In addition, students will explore ways that people earn money and how saving money can help people get their needs and wants.

UNIT OF STUDY	Unit 1 Civics, Government, and Human Rights
PACING	45 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • What does it mean to be a responsible citizen? (classroom, community, global) • How can people show respect? (classroom, community, global) • Why should one follow rules? • What makes a rule fair? • How do people keep communities safe? • How do people’s decisions impact the community? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Rules and laws are developed to protect people’s rights and the security and welfare of society. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • All people play important roles in the community. • All people are entitled to equal rights. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Understand how rules and laws protect people’s rights. • Demonstrate responsible citizenship and respect. • Understand how one’s actions affect the community. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • Read examples of being a responsible citizen and irresponsible citizen. Have children do a movement activity (thumbs up/ down) to answer whether they think the picture is being a responsible citizen.
Formative	<ul style="list-style-type: none"> • Draw a picture to show how someone can be a responsible citizen.
Summative	<ul style="list-style-type: none"> • Create and present posters showing examples of what good citizenship looks like at home, at school and in the community.
Benchmark	<ul style="list-style-type: none"> • Show pictures of a responsible citizen and irresponsible citizen. Have children identify if the picture is responsible and why.
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. • 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. • 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. 	

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- None.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

CAREERS ASSOCIATED WITH THIS UNIT

- Law enforcement, government official, civil rights activist, doctor, dentist, firefighter, nurse, etc

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- In this unit, educators teach children to be kind and respectful to everyone (Holocaust Curriculum Mandate).

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- None.

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others.

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Allow verbal rather than written responses.
- Frequently check for understanding.
- Give direct and uncomplicated directions.
- Directions repeated, clarified or reworded.
- Frequently ask questions to engage student.
- Have student demonstrate understanding of instructions/task before beginning assignment.

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Fofana, Surayyah. *Ray Ray Paints a Self Portrait*. Larue PR LLC, 2021.
- Fritsch, Kelly and Anne McGuire. *We Move Together*. AK Press, 2021.
- O’Neill, Alexis. *The Recess Queen*. Scholastic Press, 2002.
- Shannon, David. *No, David!* Scholastic, Inc., 1998.
- Javernick, Ellen. *What if Everybody Did That?* Amazon Publishing, 2012.
- McCloud, Carol. *Have You Filled a Bucket Today?* Bucket Fillers, 2015.
- Cook, Julia. *My Mouth Is a Volcano*. National Center for Youth Issues, 2005.
- Cook, Julia. *A Bad Case of Tattle Tongue*. National Center for Youth Issues, 2005.
- Charles, Faustin, and Michael Terry. *The Selfish Crocodile*. Bloomsbury Children's Books, 1998.
- Loewen, Nancy. *We Live Here Too!: Kids Talk about Good Citizenship*. Picture Window Books, 2002.
- McCully, Emily Arnold. *The Ballot Box*. Knopf Books for Young Readers, 1996..
- Sorrel, Traci. *Powwow Day*. Charlesbridge, 2022.
- “Rights and Responsibilities.” *Brainpopjr*.
- www.jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/ Accessed 2 August 2022.
- “Community Helpers.” *Brainpopjr*.
- www.jr.brainpop.com/socialstudies/communities/communityhelpers/ Accessed 2 August 2022.
- Kim, Anastasia. “How to Nurture Friendships between Kids of Color.” EmbraceRace, <https://www.embracerace.org/resources/nurturing-friendships-between-kids-of-color>, Accessed 2 August 2022.
- “Why and How Parents & Caregivers Can Nurture Friendships Between Kids of Color.” EmbraceRace. <https://www.embracerace.org/resources/why-and-how-parents-caregivers-can-nurture-friendships-between-kids-of-color>, Accessed 2 August 2022.
- “How to Teach Your Seven-Year-Old Responsibility.” PBS, <https://www.pbs.org/parents/learn-grow/age-7/character/responsibility>, Accessed 2 August 2022.

PACING	75 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What are the qualities of a good leader? ● How do leaders help communities? ● How have diverse historical leaders made contributions to our country? ● What is fair? ● What are human rights? ● How can stereotyping and prejudice lead to conflict? ● Why are our national symbols, monuments, and holidays important? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Key historical events, documents, and individuals led to the development of our nation. ● American constitutional government is based on principles of limited government, shared authority, fairness, and equality. ● The United States' representative democracy requires active participation of its citizens. ● The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. ● Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify the qualities of a good leader. ● Compare/contrast fair and unfair situations. ● Name some important historical leaders and explain how they contributed to society. ● Interpret a timeline to understand important historical events. ● Understand that many diverse, historical figures contributed to the democracy of the United States. ● Understand that all people have basic fundamental rights and should be treated fairly and equally. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Brainstorm some leaders. ● Record children's answers to: What are the qualities good leaders have?
Formative	<ul style="list-style-type: none"> ● After introducing each leader, have children write on a sticky note 1 contribution that a leader made to society. Place it on the timeline.
Summative	<ul style="list-style-type: none"> ● Students will create a leadership journal identifying key words/actions of historic leaders and their contribution to the United State (Amistad Curriculum Mandate: students reflect on the contributions of Ruby Bridges to our society. Asian-American and Pacific Islander Curriculum Mandate: students reflect on the contributions of Kamala Harris to our society. Inclusive Curriculum Mandate: students reflect on the contributions of Helen Keller).

Benchmark	<ul style="list-style-type: none"> Reevaluate the good qualities of a leader from pre assessment and have students explain why each quality is or is not helpful for a good leader.
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NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)
Must include the standard # & verbiage

- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals and innovations affect our current lives.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

INTERDISCIPLINARY CONNECTIONS
Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- None.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy
<ul style="list-style-type: none"> None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> Political leader, historian, researcher, teacher, activist, president, vice president, lawyer
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS
<i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i>
<i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Students reflect on the contributions of Ruby Bridges to our society (Amistad Curriculum Mandate). Students reflect on the contributions of Kamala Harris to our society (Amistad Curriculum Mandate/Asian-American and Pacific Islander Curriculum Mandate). Students reflect on the contributions of Helen Keller (Inclusive Curriculum Mandate).
SOCIAL EMOTIONAL LEARNING CONNECTIONS
<i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> None.
Self-Management
<ul style="list-style-type: none"> None.
Social Awareness
<ul style="list-style-type: none"> Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ
Relationship Skills
<ul style="list-style-type: none"> None.

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Allow verbal rather than written responses.
- Frequently check for understanding.
- Give direct and uncomplicated directions.
- Directions repeated, clarified or reworded.
- Frequently ask questions to engage student.
- Have student demonstrate understanding of instructions/task before beginning assignment.

RESOURCES – *Cited print and electronic sources*

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- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Chandra, Deborah. *George Washington's Teeth*. Square Fish, 2007.
- Adler, David. *Picture Book of George Washington*. Holiday House, 2018.
- Coles, Robert. *The Story of Ruby Bridges*. Scholastic, 2010.
- Jaznyka, Kitzen. *Rosa Parks*. National Geographic Kids, 2015.
- Nhin, Mary. *Rosa Parks: A Kid's Book About Standing Up For What's Right*. Grow Grit Press LLC, 2021.
- Haldy, Emma. *My Itty Bitty Bio: Sacagawea*. Cherry Lake Publishing, 2016.
- Hood, Susan. *Shaking Things Up*. HarperCollins, 2018.
- Jaznyka, Kitzen. *Helen Keller*. National Geographic Kids, 2017.
- Pimental, Annette. *All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything*. Sourcebooks Explore, 2020.
- Evans, Shane. *We March*. Square Fish, 2016.
- Miller, Sharee. *Michelle's Garden: How the First Lady Planted Seeds of Change*. Little, Brown Books for Young Readers, 2021.
- Weatherford, Carole Boston, and James Ransome. *Be a King: Dr. Martin Luther King Jr.'s Dream and You*. Bloomsbury USA Childrens, 2018.
- Hansen, Grace. "Kamala Harris: First Female Vice President of the US." *Epic!* www.getepic.com/app/read/78422, Accessed 2 August 2022.
- "Helen Keller." *BrainPOPjr.*, www.jr.brainpop.com/socialstudies/biographies/helenkeller. Accessed 2 August 2022.
- "Helen Keller." *PebbleGo*. www.site.pebblego.com/modules/3/categories/3704/articles/3220. Accessed 2 August 2022.
- "Kamala Harris." *PebbleGo*. www.site.pebblego.com/modules/3/categories/11181/articles/11336, Accessed 2 August 2022.
- "Ruby Bridges." *PebbleGo*. www.site.pebblego.com/modules/3/categories/3704/articles/3227, Accessed 2 August 2022.
- "Sacagawea." *PebbleGo*. www.site.pebblego.com/modules/3/categories/3117/articles/3122,

Accessed 2 August 2022.

- “George Washington.” *PebbleGo*.
www.pebblego.com/modules/3/categories/3701/articles/3286, Accessed 2 August 2022.
- Kim, Anastasia. “How to Nurture Friendships between Kids of Color.” *EmbraceRace*,
www.embracerace.org/resources/nurturing-friendships-between-kids-of-color, Accessed 2 August 2022.
- “Why and How Parents & Caregivers Can Nurture Friendships Between Kids of Color.”
EmbraceRace,
www.embracerace.org/resources/why-and-how-parents-caregivers-can-nurture-friendships-between-kids-of-color, Accessed 2 August 2022.

UNIT OF STUDY	Unit 3 Geography
PACING	30 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • What information can we learn from a map? • How and why are places connected to one another? • How are globes and maps alike and different? • How do you use a map key? • How can you use the four cardinal directions? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • Maps are created for different purposes. • The world is made up of different locations and cultures. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Demonstrate how to create a map using symbols and a map key. • Understand that we have the ability to represent real world places on a map. • Understand that maps help us connect/travel to different places (classroom, community, global). • Understand that people come from different locations around the world. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • Pose question: How are these maps similar and different? (see slide presentation in resources)
Formative	<ul style="list-style-type: none"> • Create a map of the classroom.
Summative	<ul style="list-style-type: none"> • Create a map of a town using a map key and cardinal directions.
Benchmark	<ul style="list-style-type: none"> • Pose question: How are these maps similar and different? Ask the children what would these maps be used for? In what scenarios would we use them?
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). • 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). 	

- 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- None.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

CAREERS ASSOCIATED WITH THIS UNIT

- Architect, landscape architect, zoning and planning, surveyor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- None.

Self-Management

- None.

Social Awareness

- None.

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others.

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Allow verbal rather than written responses.
- Frequently check for understanding.
- Give direct and uncomplicated directions.
- Directions repeated, clarified or reworded.
- Frequently ask questions to engage student.
- Have student demonstrate understanding of instructions/task before beginning assignment.

RESOURCES – [Cited](#) print and electronic sources

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- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- Massie, Elizabeth. *One Classroom, Many Cultures*. Scott Foresman, 2015.
- Leedy, Loreen. *Mapping Penny's World*. Square Fish, 2003.
- Priceman, Marjorie. *How to Make Apple Pie and See the World*. Dragonfly Books, 1996.

- Dean, James. *Pete the Cat and the Treasure Map*. Harper Collins Publishers, 2017.
- Hartman, Gail. *As the Crow Flies: A First Book of Maps*. Paw Prints, 1991.
- Sweeney, Joan. *Me on the Map*. Dragonfly Books, 1996.
- Ritchie, Scot. *Follow That Map*. Kids Can Press, 2009.
- Rabe, Tish. *There's a Map on my Lap*. Random House Books for Young Readers, 2002.
- "Reading Maps." *BrainPOPjr*. www.jr.brainpop.com/socialstudies/geography/readingmaps/, Accessed 2 August 2022.
- "Know Your Globe." *Youtube*, uploaded by SciShow Kids. www.youtube.com/watch?v=x7k7CeWdtWs, Accessed 2 August 2022.
- "What is a Map?" *PebbleGo*. www.pebblego.com/modules/5/categories/5004/articles/5146, Accessed , 3 August 2022.
- "Map Symbols and Keys." *PebbleGo*. www.pebblego.com/modules/5/categories/5004/articles/5147, Accessed 3 August 2022.
- "Map Directions." *PebbleGo*. www.pebblego.com/modules/5/categories/5004/articles/5149, Accessed 3 August 2022.
- "Globes." *PebbleGo*. www.pebblego.com/modules/5/categories/5004/articles/5151, Accessed 3 August 2022.
- Kris, Deborah. "Why Children Still Need to Read (and Draw) Maps." *PBS*, 27 Jan 2016, www.pbs.org/parents/thrive/why-children-still-need-to-read-and-draw-maps.
- Burnett, Christie. "9 Map Books for Kids." *Scholastic*, 3 Jul 2017, www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/9-map-books-kids.html.

UNIT OF STUDY	Unit 4 Economics
PACING	30 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How do people meet their needs and wants? • Why is it important to manage your money and make a budget? • What are ways people exchange goods and services today and in the past? • How can people's needs be different? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • People make decisions based on their needs, wants, and the availability of resources. • Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Understand that it is important to budget your money for things you need and want. • Understand that people can have different needs based on their abilities. • Compare/contrast needs and wants and understand the difference between the two. • Compare/contrast ways in which people exchange goods and services today and in the past. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • Show students various pictures of wants/needs. Ask if this object is a "want or need." (powerpoint-whole group or individual)
Formative	<ul style="list-style-type: none"> • Create a T-chart labeled needs and wants. Locate magazine pictures distinguishing between the two to paste in the appropriate column. OR use the premade sort (Holocaust Curriculum Mandate: students practice good citizenship while working together; Inclusive Curriculum Mandate: students discuss how people's needs may differ).
Summative	<ul style="list-style-type: none"> • Illustrate an object students want to buy and explain how they will save their money to fund the purchase.
Benchmark	<ul style="list-style-type: none"> • Show students various pictures of wants/needs. (Same as pre assessment) Ask if this object is a "want or need." If it is a want, have them explain how they may save money to purchase it. If it is a need, have them explain why.
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> • 6.1.2.EconET.1: Explain the difference between needs and wants. 	

- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- None.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.FP.2: Differentiate between financial wants and needs.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Business owner, banker, financial advisor, clerk, truck driver, accountant, investor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges.

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals.

Social Awareness

- None.

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others.

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Allow verbal rather than written responses.
- Frequently check for understanding.
- Give direct and uncomplicated directions.
- Directions repeated, clarified or reworded.
- Frequently ask questions to engage student.
- Have student demonstrate understanding of instructions/task before beginning assignment.

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

- Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears' Dollars and Sense*. Random House, 2001.
- Zimelman, Nathan. *How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty*. Albert Whitman & Company, 2017.
- Ziefert, Harriet. *You Can't Buy a Dinosaur with a Dime*. Blue Apple Books, 2011.
- Boelts, Maribeth. *Those Shoes*. Candlewick, 2009.
- Williams, Vera. *A Chair for My Mother*. Greenwillow Books, 2007.
- Deenihan, Jamie. *When Grandma Gives You a Lemon Tree*. Union Square Kids, 2019.
- Deenihan, Jamie. *When Grandpa Gives You a Toolbox*. Union Square Kids, 2020.
- Taback, Simms. *Joseph Had a Little Overcoat*. Viking Books for Young Readers, 1999.
- Bunting, Eve. *Yard Sale*. Candlewick, 2015.
- Chinn, Karen. *Sam and the Lucky Money*. Lee and Low Books, 2013.
- Lockhart, E. *Lemonade in Winter: A Book About Two Kids Counting Money*. Anne Schwartz Books, 2012.
- "Needs and Wants." *BrainPOPJr.*, www.jr.brainpop.com/socialstudies/economics/needsandwants, Accessed 2 August 2022.
- "Saving and Spending." *BrainPOPJr.*, www.jr.brainpop.com/socialstudies/economics/savingandspending, Accessed 2 August 2022.
- "Goods and Services." *BrainPOPJr.*, www.jr.brainpop.com/socialstudies/economics/goodsandservices, Accessed 2 August 2022.
- "All About Money." *PebbleGo*. www.pebblego.com/modules/5/categories/5006, Accessed 2 August 2022.
- "Saving Money." *PebbleGo*. www.pebblego.com/modules/5/categories/5006/articles/5180, Accessed 2 August 2022.
- "Earning Money." *PebbleGo*. www.pebblego.com/modules/5/categories/5006/articles/5181, Accessed 2 August 2022.
- "Wants and Needs." *PebbleGo*. www.pebblego.com/modules/5/categories/5006/articles/5178, Accessed 2 August 2022.
- "Making Choices." www.pebblego.com/modules/5/categories/5006/articles/5179, Accessed 2 August 2022.
- Thiefels, Jessica. "Raising Kids to Be Smart About Money." *PBS*, 1 May 2017, www.pbs.org/parents/thrive/raising-kids-to-be-smart-about-money, Accessed 2 August 2022.
- Hoefle, Vicki. "10 Guidelines for Raising Generous, Money-Smart Kids." *PBS*, 19 Nov. 2015, www.pbs.org/parents/thrive/10-guidelines-for-raising-generous-money-smart-kids.