



Lebanon Borough Public  
School Social Studies  
Curriculum Guide

Grade 1

Approved by the  
Lebanon Borough Board of Education  
December 10, 2020

**Social Studies Curriculum Guide Grade 1  
Lebanon Borough Public School**

**SECTION I**

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## Introduction

In the early years, children develop a foundation for the social studies program and a beginning sense of value as participating citizens. Students begin with their familiar environment and advance to families, homes, School, neighborhoods, and communities in other environments. This approach enhances students' abilities to examine the perspectives of children in other places and times. Students learn to work in groups, to share, to respect the rights of others, and to care for themselves and their possessions. They acquire knowledge of history to understand the present and plan for the future. Social studies at this level provides students with the skills needed for problem solving and decision making, as well as for making thoughtful value judgments. It is important that children acquire the foundations of knowledge, attitudes, and skills in the early years, so that teachers in later years will be successful in preparing them for citizenship in the twenty-first century.

The elementary social studies program introduces important concepts and generalizations from history, geography, and other social sciences through an integrated study of children and their families, homes, School, neighborhoods, and communities. The kindergarten and first grade programs revolve around a study of families, neighborhoods, and communities at home and around the world. By widening the scope of the curriculum to families throughout the world, children gain an international perspective. Students learn the ways in which people organize institutions to produce and distribute goods, and to meet human needs including the social rules that govern one's life. Second graders are ready to learn more about the world in which they live. They begin to learn how

important it is for people and groups to work together and to peacefully resolve problems. Children's expanding sense of place and spatial relationships provides readiness for more in-depth geographical studies. Geographical investigations begin with the familiar local regions and expand to locations around the world.

If the young people of this state are to become effective participants in this society, then social studies must be an essential part of the curriculum starting in the early elementary years. In a world that demands independent and cooperative problem solving to address complex economic, social, ethical, and personal concerns, the social studies are as basic for survival as reading, writing, and computing. Elementary students are prepared for the rigors of such a program.

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### **Philosophy**

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the NJSL for Social Studies and serves as a guide for educators.

For our 21<sup>st</sup> Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

### **Program Goals**

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. Students will 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.

#### **By the end of Kindergarten:**

- Students will be able to identify themselves, their families, and other families around the world.
- Students will understand how individuals and families grow and change and compare how they are alike and different.
- Students will be able to identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.
- Students will acquire the concept that all families worldwide have basic common needs, yet meet these needs in a variety of ways.
- Students will be able to explain celebrated holidays and special days in communities.

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- Students will be able to express basic geographic concepts in real life situations.
- Students will identify American symbols and their importance in our country.

**By the end of First Grade, students will expand their knowledge on the goals listed above and:**

- Students will identify characteristics of the local government.
- Students will understand the meanings of justice, authority, and responsibility.
- Students will analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities.
- Students will be able to apply basic economic concepts to home, school, and the community.
- Students will be able to recognize how technology is used at home, school, and the community.

**Overview**

When using the curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. Students will 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.

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**U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**GRADE 1**

<b>Learning Goal NJSLs &amp; CPI</b>	<b>Enduring Understandings</b>	
<b>6.1.4.A.1</b>	Rules and laws are developed to protect people’s rights and the security and welfare of society.	How are rules created by community, state, and governments to protect people, problem solve and promote the common good? (A1)
<b>6.1.4.A.2</b>	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	How do the Constitution and Bill of Rights help with creating enduring American democracy? How do we use those rights every day? (A2)
<b>6.1.4.A.3</b>	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	What are the definitions of fairness, equality, and the common good? How have they helped with social change? (A3)
<b>6.1.4.A.4</b> <b>6.1.4.A.5</b> <b>6.1.4.A.6</b>	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	How is the US government organized and who is responsible for what in the government? (A4) What are the roles and responsibilities of the 3 branches of government? (A5) How does the local government fit in the Federal government and its laws? (A6)
<b>6.1.4.A.7</b> <b>6.1.4.A.8</b>	In a representative democracy, individuals elect representatives to act on the behalf of the people	How do we vote and how do they work with people in your town, state, and US levels? (A7)

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<b>Learning Goal NJSL &amp; CPI</b>	<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p><b>6.1.4.A.9</b> <b>6.1.4.A.10</b></p>	<p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p>	<p>How do all levels work together in your town, state, and government and how each affects the other? (A8) How are people different now then in the past and how have people’s rights changed over time? (A9) Who was Dr. Martin Luther King Jr. and how did he change the way people thought about others and their civil rights? (A10)</p>
<p><b>6.1.4.A.11</b> <b>6.1.4.A.12</b></p> <p><b>6.1.4.A.13</b></p> <p><b>6.1.4.A.14</b></p> <p><b>6.1.4.A.15</b></p> <p><b>6.1.4.A.16</b></p>	<p>The United States democratic system requires active participation of its citizens.</p> <p>Immigrants can become and obtain the rights of American citizens.</p> <p>The world is comprised of nations that are similar to and different from the United States.</p> <p>In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p> <p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p>	<p>How do all people contribute to the good of the community, state, national and global levels? (A11)</p> <p>How do leaders make change on all levels of government? (A12)</p> <p>What process do immigrants go through to become citizens? (A13)</p> <p>Where different countries located and what are are their different rules and laws? (A14)</p> <p>What are the challenges of differences in cultures and governments and how are they solved? (A15)</p> <p>What are some ways that people around the world contribute to the human rights and provide aid to other nations and people in need? (A16)</p>

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<b>Learning Goal NJSL &amp; CPI</b>	<b>Enduring Understandings</b>	<b>Essential Questions</b>
<b>6.1.4.B.1</b> <b>6.1.4.B.2</b> <b>6.1.4.B.3</b>	Spatial thinking and geographic tools can be used to describe and analyze places and people on Earth.	How do we use tools to find our location? Are all people from the same place? (B1) Why do we need to use maps? (B2) When do we use Technology to find location and why? (B3)
<b>6.1.4.C.1</b> <b>6.1.4.C.2</b>	People make decisions based on their needs, wants, and the availability of resources.	How do individual needs affect others? (C1) How does scarcity affect the opportunity cost of decisions? (C2)
<b>6.1.4.C.3</b> <b>6.1.4.C.4</b> <b>6.1.4.C.5</b>	Economics is a driving force for the occurrence of various events and phenomena in societies.	How are consumers and producers different? (C3) What is the difference between supply and demand? (C4) How does being “special” help with trade? (C5)
<b>6.1.4.C.6</b> <b>6.1.4.C.7</b> <b>6.1.4.C.8</b>	Interactions among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	How are we connected to the economic system? (C6) How is society connected in the global market? (C7) How are we all interrelated in the global market? (C8)
<b>6.1.4.C.9</b>	Availability of resources affects economic outcomes.	Are all resources the same around the world? How do they affect people? (C9)
<b>6.1.4.C.10</b> <b>6.1.4.C.11</b>	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	How does the money work in our society? (C10) How do decisions made today financially affect our future? (C11)

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<p><b>6.1.4.C.12</b> <b>6.1.4.C.13</b></p>	<p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p>	<p>Do all inventions have a place in our history? (C12)          How do entrepreneurs affect a capitalistic society? (C13)</p>
<p><b>6.1.4.C.14</b> <b>6.1.4.C.15</b></p>	<p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>	<p>What resources and technology are available to us? (C14)          How does transportation affect trade and success? (C15)</p>
<p><b>6.1.4.C.16</b> <b>6.1.4.C.17</b></p>	<p>Creativity and innovation have led to improvements in lifestyle, access to information,</p>	<p>How has history made an impact on inventions? (C16)          Has science and technology helped in our history of change?</p>

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<b>Learning Goal NJSLs &amp; CPI</b>	<b>Enduring Understandings</b>	<b>Essential Questions</b>
<b>6.1.4.C.18</b>	and the creation of new products.	(C17) How has communication technology helped with global changes in history? (C18)
<b>6.1.4.D.1</b> <b>6.1.4.D.2</b> <b>6.1.4.D.3</b>	Immigrants come to the United States for various reasons and have a major impact on the state and the nation.	How does immigration help with the culture and society? (D1) Why do people come to NJ and America and what challenges do they face? (D2) Did immigrants come on their own or were they forced? How did that help the US grow? (D3)
<b>6.1.4.D.4</b> <b>6.1.4.D.5</b> <b>6.1.4.D.6</b> <b>6.1.4.D.7</b> <b>6.1.4.D.8</b> <b>6.1.4.D.9</b>	Key historical events, documents, and individuals led to the development of our nation.	How was the United States formed? (D4) Can we use old documents to help with laws today? (D5) Did our forefathers help with making the US government? (D6) How was NJ involved in the establishment of the US? (D8)
<b>6.1.4.D.10</b> <b>6.1.4.D.11</b>	Personal, family, and community history is a source of information for individuals about the people and places around them.	How did Native Americans help to form the US? (D10) Why do communities change over time? (D11)
<b>6.1.4.D.12</b>	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	How have historical and fictional characters contributed to the American heritage? (D12)
<b>6.1.4.D.13</b>	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions	How does our culture affect our behavior? (D13)

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<b>Learning Goal NJSL &amp; CPI</b>	<b>Enduring Understandings</b>	<b>Essential Questions</b>
<b>6.1.4.D.14</b>	that are generally accepted by a particular group of people.  American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	How has the American identity changed over time? (D14)
<b>6.1.4.D.15</b>	Cultures struggle to maintain traditions in a changing society.	How have changes effected how people fit in in America? (D15)
<b>6.1.4.D.16</b>	Prejudice and discrimination can be obstacles to understanding other cultures.	How does prejudice lead to conflict? (D16)
<b>6.1.4.D.17</b>	Historical symbols and the ideas and events they represent play a role in understanding and evaluaty our history	How do symbols and holidays affect the American identity? (D17)
<b>6.1.4.D.18</b>	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.	How can one person’s beliefs affect more than one culture? (D18)
<b>6.1.4.D.19 6.1.4.D.20</b>	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	How can one’s culture lead to interpreting things differently? (D19) Why is it important to understand other’s cultures in our interdependent world? (D20)

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<b>Skills</b>	<b>Key Content</b>
<p>Explain rules and laws created by community, state and national governments protects the rights of people</p> <p>Explain how fundamental rights contribute to the continuation and improvement of American democracy.</p> <p>Determine how “fairness,” “equality,” and the “<a href="#">common good</a>” have influenced change.</p> <p>Explain how the United States government is organized.</p> <p>Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>Explain how national and state governments share power.</p> <p>Explain how the United States functions as a <a href="#">representative democracy</a>.</p> <p>Compare and contrast how government functions at the community, county, state, and national levels.</p> <p>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p>Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>	<p>Laws and rules exist for specific reasons:</p> <ul style="list-style-type: none"> <li>- to protects rights</li> <li>- resolve conflicts</li> <li>- promote common good</li> </ul> <p>USA is ruled by:</p> <ul style="list-style-type: none"> <li>- The US Constitution</li> <li>- Bill of Rights</li> </ul> <p>Changes take place by:</p> <ul style="list-style-type: none"> <li>- rules of fairness</li> <li>- equality</li> <li>- common good</li> </ul> <p>USA government is divided into 3 parts and have specific jobs:</p> <ul style="list-style-type: none"> <li>- legislative</li> <li>- executive</li> <li>- judicial</li> </ul> <p>Government is divided into specific levels and functions:</p> <ul style="list-style-type: none"> <li>- community</li> <li>- county</li> <li>- state</li> <li>- federal</li> </ul> <p>Representative governments consist of all citizens having a say in their governing.</p> <p>Our past (history) directly effects our present and future.</p>

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<b>Skills</b>	<b>Key Content</b>
<p>Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens.</p> <p>Explain the process of creating change at the local, state, or national level.</p> <p>Describe the process by which immigrants become United States citizens.</p> <p>Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>Explore how national and international leaders provide aid to individuals and nations in need.</p> <p>Place key historical events and people in historical eras using a timeline.</p> <p>Explain how the present is connected to the past.</p> <p>Determine locations of places and interpret information available on maps and globes</p> <p>Use thematic maps and other geographic representations to obtain, describe and compare spatial patterns and information about people, places, regions and environments.</p>	<p>How have historical figures changed our world and human rights:</p> <ul style="list-style-type: none"> <li>- Martin Luther King Jr.</li> <li>- George Washington</li> <li>- Abraham Lincoln</li> <li>- Harriet Tubman</li> <li>- Rosa Parks</li> <li>- Susan B. Anthony</li> <li>- Native Americans</li> <li>- Early Settlers</li> <li>- Christopher Columbus</li> <li>- Veterans</li> <li>- US Military</li> <li>- Ellis Island</li> </ul> <p>Each citizen has a responsibility to the common good.</p> <p>People have different cultures and come from different countries.</p> <p>All countries have their own governments and work together for their citizens and global environments and governments.</p>

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Skills	Key Content
Distinguish fact from fiction.  Identify and use a variety of primary and secondary sources for reconstructing the past.  Use evidence to support an idea in a written and/or oral format.	

<b>Assessment</b> Journals, Venn Diagrams, Quizzes Timelines	<b>Rubric</b> <a href="http://www.rubistar.com">www.rubistar.com</a> <a href="http://www.teach-nology.com/web_tools/rubrics">www.teach-nology.com/web_tools/rubrics</a> <a href="http://www.rubrics4teachers.com">www.rubrics4teachers.com</a> <a href="http://www.exemplars.com">www.exemplars.com</a> <a href="http://www.getworksheets.com">www.getworksheets.com</a>	<b>Differentiation</b> Scholastic: Leveled readers ELL lessons TimeLinks Interactive timelines Webquests for research Internet scavenger hunts <a href="http://www.harcourtschool.com/ss1">www.harcourtschool.com/ss1</a>
<b>Resources</b> NJ Studies Weekly Scott Foresman Text Internet NJSLS classroom resources and CAD's	<b>Instructional Strategies/Best practices</b> Discussion Reading Research Group work Reverse teaching <a href="http://www.Thinkfinity.com">www.Thinkfinity.com</a>	<b>Enrichment</b> TimeLinks Interactive timelines Webquests for research Internet scavenger hunts <a href="http://www.harcourtschool.com/ss1">www.harcourtschool.com/ss1</a>

Along with the above resources, students will be exposed to the **Amistad Curriculum** set for by the State of New Jersey. The students will be able to understand prejudice and freedom. This is an internet based curricular aid. Go to

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(<http://www.njamistadcurriculum.com/>) for guides and information.

**New Jersey Holocaust Curriculum:** <http://www.state.nj.us/education/holocaust/curriculum/>

In compliance with the NJ Commission on Holocaust Education and the NJSLS, it is expected that teachers familiarize themselves with the Holocaust Curriculum guide. The Holocaust and other genocides are to be taught and infused wherever appropriate in the Social Studies curriculum and at appropriate developmental levels.

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**Themematic Units**

**GRADE 1**

Rules and Laws

School Rules

Community Rules

People Lead the Way

Government Helps Us

Our Rights

Where People Live

Finding where you are

Land and Water

People and Places

People Use Resources

What's the Weather?

We Love Our Country

Our Country Begins

Pledge Allegiance

American Symbols

Holidays and Heroes

Our Changing World

People Long Ago

School Long Ago

Communities in the Past

Changes in Transportation

Meeting People

The First Americans

People Find New Homes

Expressing Culture

Sharing Celebrations

Families Around the World The Marketplace

Goods and Services

Jobs People Do

Buyers and Sellers

Working in a Factory

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**First Grade Scope and Sequence**

<b>Theme</b>	<b>Skills</b>
Unit 1 Rules and Laws	The importance of rules in a school community. Rules are created to make a fair and safe environment. School, home, community and government leaders are important figures that help keep our community fair and safe. Citizens of a community have rights.
Unit 2 Where People Live	Locate our country, state, and city on a map. Identify various bodies of water and landforms. Identify people and places in our community. Explain how people get and use resources in our community. Understand that different locations have different weather patterns.
Unit 3 We Love Our Country	Understand how our country was founded. Recite the pledge of allegiance. Recognize American symbols and their importance. Learn and celebrate national holidays and heroic figures.
Unit 4 Our Changing World	Identify ways in which people of changed over time. Compare and contrast how School have changed over time. Compare and contrast how communities have changed over time. Compare and contrast how transportation has changed over time.
Unit 5 Meeting People	Understand the culture and customs of the first Americans. Identify reasons for immigration. Explore how people from different cultures celebrate their heritage.
	Compare and contrast how families are alike and different worldwide.

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Unit 6  
The Marketplace

Identify ways in which goods and services are used in a community.  
Jobs create to provide goods and services in a community.  
Understand the roles of buyers and sellers in a community  
Describe characteristics of a factory.

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**Pacing**  
**Guide**  
**Grade**  
**1**

Month	NJSLS	Enduring Understandings / Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
<b>September /October</b>	6.1.4.A.1 6.1.4.A.2 6.1.4.A.3  6.3.4.A.1	Rules and laws are developed to protect people’s rights and the security and welfare of society.  How are rules created by community, state, and governments to protect people, problem solve and promote the common good?	Recognize the need for rules in the home, school, and community  Explore how rules establish order, provide security, and protect rights  Use map skills  Discuss how a person leads, roles and responsibilities	Read <u>Strange Laws</u> by Charles Woods  Make and discuss classroom rules  Crime Prevention Month -Fire Prevention Week -Columbus Day -National Character Counts Week -National School Bus Safety Week -United Nations Day -Statue of Liberty’s Birthday	NJ Studies Weekly Scott Foresman Social Studies text and supplemental reading series for differentiation.  NJDOE 9/11 website NJDOE Holocaust website  -Leveled readers -Time for Kids -Center activities  Time for Kids  Thinkfinity.com	Unit 1 Assessment  Following Classroom rules
<b>November</b>	6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 6.1.4.A.13 6.1.4.A.14	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.  In a representative	Recognize how the election process works.  Understand democracy  Understand the common good, fairness  Immigrants made the	-Election Day  -Classroom elections  -Classroom Thanksgiving  -Make a feast traditionally eaten	NJ Amistad Curriculum NJ Studies Weekly  Scott Foresman Social Studies text and supplemental reading series for differentiation. Unit 2  Time for Kids	Partial Unit 2 assessment

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Month	NJSLS	Enduring Understandings / Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
	6.1.4.A.15	<p>democracy, individuals elect representatives to act on the behalf of the people</p> <p>How is the US government organized and who is responsible for what in the government?</p> <p>How does the local government fit in the Federal government and its laws?</p> <p>How do we vote and how do they work with people in your town, state, and US levels?</p>	<p>first Thanksgiving</p> <p>Immigrants come from all over the world</p> <p>Define: Democracy Peace Immigrant Trade Exploration Veteran</p>	<p>for the Thanksgiving Holiday.</p> <p>Write letters to Veterans.</p> <p>Make a Thanksgiving quilt.</p>	Thinkfinity.com	
<b>December/ January</b>	6.1.4.D.10 6.1.4.D.11 6.1.4.D.12 6.1.4.D.16 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20	<p>Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p>The study of American folklore and popular historical figures. Cultures struggle to maintain traditions in a changing society.</p> <p>Prejudice and discrimination can be obstacles to</p>	<p>Define: Family Traditions Holidays Cultures Heritage Achievement</p> <p>Read: In Martin's Words</p> <p>Understand differences Work with others to problem solve Interview a descendent in their families who may</p>	<p>-Hanukkah -Christmas -Ramadan -Kwanzaa -New Year's Eve -Wright Brothers' Day -Martin Luther King Jr. Day -Amistad -Chinese New Year -NJDOE 9/11 website -NJDOE Holocaust website</p>	<p>Scott Foresman Social Studies text and supplemental reading series for differentiation.</p> <p>NJ Amistad Curriculum NJ Studies Weekly</p> <p>NJDOE Holocaust website</p> <p>-Leveled readers -Time for Kids -Center activities</p> <p>Time for Kids</p>	Unit 2 partial assessment

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Month	NJSLS	Enduring Understandings / Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
		<p>understanding other cultures.</p> <p>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history</p> <p>The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns</p>	<p>be an immigrant</p> <p>Why differences make us more than same then different.</p>	Map Skills	Thinkfinity.com	
<b>February/ March</b>	6.1.4.D.13 6.1.4.D.14 6.1.4.D.15	<p>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p>	<p>Define: Patriotism Prejudice Equality Freedom Pledge</p> <p>Understand how we are all connected by our beliefs</p> <p>Discuss different traditions and cultures</p> <p>Why people settle in</p>	<p>President’s Day Black History Month Women’s History Month Susan B. Anthony</p>	<p>NJ Studies Weekly Scott Foresman Social Studies text and supplemental reading series for differentiation.</p> <p>Leveled readers -Time for Kids -Center activities</p> <p>Time for Kids</p> <p>Thinkfinity.com</p>	Unit 3 assessment

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Month	NJSLS	Enduring Understandings / Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
			another country			
<b>April</b>	6.1.4.A.14 6.1.4.A.15 6.1.4.A.16	<p>The world is comprised of nations that are similar to and different from the United States.</p> <p>In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p> <p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p>	<p>Where are countries located?</p> <p>What are the differences in: Town City State County Country Continent Governments?</p>	<p>World Maps US Maps See where we are located in the world on Earth.</p> <p>How can we find places on a map?</p> <p>Thinkfinity.com</p>	<p>NJ Studies Weekly Scott Foresman Social Studies text and supplemental reading series for differentiation.</p> <p>Leveled readers -Time for Kids -Center activities</p> <p>Time for Kids Thinkfinity.com</p>	
<b>May/June</b>	6.1.4.C.1 6.1.4.C.3 6.1.4.C.5  6.1.4.C.6 6.1.4.C.9 6.1.4.C.10 6.1.4.C.12 6.1.4.C.14	<p>People make decisions based on their needs, wants, and the availability of resources.</p> <p>Economics is a driving force for the occurrence of various events and phenomena in societies.</p> <p>Interactions among various</p>	<p>How do we individuals needs affect others? How are consumers and producers different What is the difference between supply and demand?</p> <p>How are we connected to the economic system? How is society connected</p>	<p>Web quest Mr. Nussbaums.com Thinkfinity.com Research information using computer based tools</p>	<p>NJ Studies Weekly Scott Foresman Social Studies text and supplemental reading series for differentiation.</p> <p>-Leveled readers -Time for Kids -Center activities</p> <p>Time for Kids</p>	<p>Unit 6 Assessment</p> <p>Teacher created assessment tools.</p>

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Month	NJSLs	Enduring Understandings / Essential Questions	Instructional Objectives/Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
	6.1.4.C.16 6.1.4.C.18	<p>institutions in the local, national, and global economies influence policymaking and societal outcomes.</p> <p>Availability of resources affects economic outcomes.</p> <p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products</p>	<p>in the global market? How are we all interrelated in the global market?</p> <p>Are all resources the same around the world? How do they affect people?</p> <p>How does the money work in our society?</p> <p>Do all inventions have a place in our history? What resources and technology are available to us? How does transportation affect trade and success?</p> <p>Has science and technology helped in our history of change? How has communication technology helped with global changes in history?</p>			

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# RUBRIC 14

## GROUP ACTIVITY

**DIRECTIONS:** This form is designed to help you evaluate student work in cooperative learning groups. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the group's work.

1 = Weak   2 = Moderately Weak   3 = Average   4 = Moderately Strong   5 = Strong

1. Each member of the group had a clear understanding of the group's task.  
1   2   3   4   5
2. Each member of the group had a clear understanding of his or her expected contribution to the group's assignment.  
1   2   3   4   5
3. Group members listened willingly to one another.  
1   2   3   4   5
4. Members of the group showed strong leadership qualities.  
1   2   3   4   5
5. Group members encouraged others to express opinions or contribute information.  
1   2   3   4   5
6. Group members presented their information or ideas in a clear and logical manner.  
1   2   3   4   5
7. Each member of the group fulfilled his or her responsibilities in the completion of the group's assignment.  
1   2   3   4   5
8. The group fulfilled all the requirements of its assigned task.  
1   2   3   4   5
9. Overall, the group worked well together.  
1   2   3   4   5
10. The group performed to its full potential.  
1   2   3   4   5

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**List 117. PRESENTATION RUBRICS**

Studies on the exchange of knowledge and research have shown that peer teaching, reciprocal teaching, and even the age-old “show and tell” are valuable teaching and learning activities. Developing students’ presentation skills aids knowledge integration, speaking skills, interdisciplinary and creative thinking, self expression, and self confidence. Students need support and instruction throughout the various stages in the development process. The preparation also helps develop time-management skills.

Name		Date			
	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Preparation</b>	Storyboard or outline incomplete; lacks props or resources	Storyboard or outline doesn't represent whole; resources and props few or inappropriate	Storyboard or outline complete; resources and props appropriate	Storyboard or outline complete and well organized; resources and props outstanding	
<b>Content</b>	Mentions key ideas; little evidence of understanding	Expresses key ideas; not fully at ease with concepts	Expresses key ideas and shows understanding	Key words and ideas correctly used; defined for reader; interesting choices of words	
<b>Order</b>	Ideas not ordered; audience has difficulty following	Some order of ideas; but jumps around	Logical sequence of presentation; audience can follow	Logical sequence, easy to follow; good overview and transitions	
<b>Media, Graphics, and Props</b>	Media, graphics, and props missing or do not add information	Media, graphics, and props tangential to text; minor value	Media, graphics, and props relate to text; add value or information	Media, graphics, and props relate, add information, help explain, keep interest	
<b>Speaking</b>	Hesitates, whispers; many “fillers”; poor eye contact	Some hesitation; some “fillers” but moves along; some eye contact, but reads mostly	Clear, good pace and pronunciation; good eye contact; checks notes	Clear, well paced, well modulated; good eye contact; well rehearsed, little need for notes	
<b>Q&amp;A</b>	Defensive; frequent “don't know” shrugs	Some “I don't know's”; some defensiveness	Answers correctly with little hesitancy	Answers correctly; expands, explains	

The Reading Teacher's Book of Lists, Fourth Edition, © 2000 by Prentice Hall

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**Performance Task Title: Kindergarten American Symbols Project**

Goal – You will find out about different American symbols and the importance that each symbol stands for in our country.

- Role – you will be a news reporter looking to discover and create a news report on American symbols and the importance that each symbol has in our country.
- Audience – You will be creating a new report for students in a kindergarten class in England. The students do not know very much about American symbols and it is our job to inform them.
- Situation- The students in kindergarten in England do not know very much about American Symbols and probably do not know the importance of each symbol. Your job is to help these students to understand important facts about American symbols by creating a short news report introducing the students to the symbols. The teacher will be the head anchor and the students will be reporters in the field.
  - Group 1 - national and state flag,
  - Group 2 – the bald eagle,
  - Group 3 – the Statue of Liberty,
  - Group 4 – Lincoln Memorial and Washington Monument,
  - Group 5 – White House,
  - Group 6 – Pledge of Allegiance and Star Spangled Banner
- Product/Performance – At the end of the unit, you will draw a detailed picture about your symbol. You will work in groups to create a list of 3 ideas you would think are important for our English friends to know. You will be recorded “on stage” where you will show your picture and then tell your important fact. You will dress up for your roll.
- Standards/Criteria For Success – see rubric

**American Symbols News Broadcast Rubric**

<b>Category</b>	<b>My Best Effort!</b>	<b>What More Does It Need?</b>	<b>Not My Best Effort.</b>
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<p>The assignment was completed on time.</p>			
<p>Shared an important fact and picture of</p>			
<p>Partners worked together and took turns helping one</p>			
<p>Each group took turns sharing information and spoke</p>			

Created by: Khaki Person on 10/8/2008. [http://www.teachingwithpurpose.com/GRASPSFall08/Person%20Kindergarten/Person\\_K\\_AmericanSymbols.htm](http://www.teachingwithpurpose.com/GRASPSFall08/Person%20Kindergarten/Person_K_AmericanSymbols.htm)

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**21- Century Skills** (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

**21- Century Skills** (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

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### **Career Ready Practices**

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **9.1 PERSONAL FINANCIAL LITERACY**

#### 9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

#### 9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

#### 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

#### 9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

#### 9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

#### 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

#### 9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

**9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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**Technology Infusion**

**8.1.5.A.3** Use a graphic organizer to organize information about problem or issue.

**8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

**8.1.5.B.1** Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**

**All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**8.2.5.B.1** Examine ethical considerations **in** the development and production of a product through its life cycle.

**8.2.5.C.6** Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

**8.2.5.D.7** Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

**8.2.5.E.3** Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

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SECTION III**

**NJSLS**

<b>Content Area</b>	<b>Social Studies</b>		
<b>Standard</b>	<b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
<b>Strand</b>	<b>A. Civics, Government, and Human Rights</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
P	Citizenship begins with becoming a contributing member of the classroom community.	6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
		6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
		6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
4	Rules and laws are developed to protect people’s rights and the security and welfare of society.	6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
	American constitutional government is based on principles of limited	6.1.4.A.3	Determine how “fairness,” “equality,” and the “ <a href="#">common good</a> ” have influenced change at the local and national
	government, shared authority, fairness, and equality.		levels of United States government.

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There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
	6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
	6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.7	Explain how the United States functions as a <a href="#">representative democracy</a> , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
	6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
	6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
The United States democratic system requires active participation of its citizens.	6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
	6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
Immigrants can become and obtain the rights of American citizens.	6.1.4.A.13	Describe the process by which immigrants become United States citizens.

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	The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
	In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
		6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
<b>Content Area</b>	<b>Social Studies</b>		
<b>Standard</b>	<b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
<b>Strand</b>	<b>B. Geography, People, and the Environment</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
P	Everyone is part of a larger neighborhood and community.	6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
		6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
4	Spatial thinking and geographic tools	6.1.4.B.1	Compare and contrast information that can be found on
	can be used to describe and analyze the spatial patterns and organization of		different types of maps, and determine when the information may be useful.

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people, places, and environments on Earth.	6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
	6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
Places are jointly characterized by their physical and human properties.	6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.	6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
	6.1.4.B.8	Compare ways people choose to use and divide natural resources.
Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.

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	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
<b>Content Area</b>	<b>Social Studies</b>		
<b>Standard</b>	<b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
<b>Strand</b>	<b>C. Economics, Innovation, and Technology</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
4	People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.1	Apply <a href="#">opportunity cost</a> to evaluate individuals' decisions, including ones made in their communities.
		6.1.4.C.2	Distinguish between needs and wants and explain how <a href="#">scarcity</a> and choice influence decisions made by individuals, communities, and nations.
	Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3	Explain why <a href="#">incentives</a> vary between and among producers and consumers.
		6.1.4.C.4	Describe how supply and demand influence price and output of products.
		6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
	Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
		6.1.4.C.7	Explain how the availability of private and public goods
			and services is influenced by the global market and government.

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	6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
Availability of resources affects economic outcomes.	6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
	6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
	6.1.4.C.13	Determine the qualities of entrepreneurs in a <a href="#"><u>capitalistic</u></a> society.
Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
	6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
	6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
	6.1.4.C.18	Explain how the development of communications systems
		has led to increased collaboration and the spread of ideas throughout the United States and the world.
<b>Content Area</b>	<b>Social Studies</b>	

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<b>Standard</b>	<b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
<b>Strand</b>	<b>D. History, Culture, and Perspectives</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
P	Individuals and families have unique characteristics.	6.1.P.D.1	Describe characteristics of oneself, one’s family, and others.
		6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
	There are many different cultures within the classroom and community.	6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
		6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
4	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
		6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
		6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
	Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
		6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

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	6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
	6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
	6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
	6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
Personal, family, and community history is a source of information for individuals about the people and places around them.	6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
	6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular	6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.

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	group of people.		
	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	6.1.4.D.14	Trace how the American identity evolved over time.
	Cultures struggle to maintain traditions in a changing society.	6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
	Prejudice and discrimination can be obstacles to understanding other cultures.	6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.	6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
		6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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**21<sup>st</sup> Century Skills** (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy

**21<sup>st</sup> Century Skills** (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

## **Social Studies Curriculum Guide Grade 1 Lebanon Borough Public School**

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **9.1 PERSONAL FINANCIAL LITERACY**

#### 9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

#### 9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

#### 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

#### 9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

#### 9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

#### 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

#### 9.1.8.D.1

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Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

**9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT**

9.2.8.B.4 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.5 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.6 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

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**Technology Infusion**

**8.1.5.A.5** Use a graphic organizer to organize information about problem or issue.

**8.1.5.A.6** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

**8.1.5.B.1** Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**

**All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**8.2.5.B.1** Examine ethical considerations **in** the development and production of a product through its life cycle.

**8.2.5.C.6** Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

**8.2.5.D.7** Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

**8.2.5.E.3** Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

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**SECTION IV**

**Resources and Supplemental Materials**

<http://www.teachervision.fen.com/public-speaking/printable/6314.html?detoured=1>  
<http://www.schrockguide.net/assessment-and-rubrics.html>  
[www.njdoe.com](http://www.njdoe.com) [www.NJSLS.com](http://www.NJSLS.com)  
[www.Thinkfinity.com](http://www.Thinkfinity.com)  
[www.eduplace.com](http://www.eduplace.com)  
[www.kathyschrocks.com](http://www.kathyschrocks.com)  
[www.teachnology.com](http://www.teachnology.com)  
[www.natgeokids.com](http://www.natgeokids.com)  
<http://www.first-school.ws/theme/occasions9.htm>  
[www.scholastic.com](http://www.scholastic.com)  
<http://school.discovery.com/lessonplans/>  
[www.edutopia.com](http://www.edutopia.com)  
[www.curriki.com](http://www.curriki.com)  
[www.PBLonline.com](http://www.PBLonline.com)  
[www.Neok12.com](http://www.Neok12.com) [www.webquest.org](http://www.webquest.org)  
[www.TeachersFirst.com](http://www.TeachersFirst.com)  
[www.MrDonn.org](http://www.MrDonn.org)  
[www.LessonPlanet.com](http://www.LessonPlanet.com)  
[www.edHelper.com](http://www.edHelper.com)  
[www.abcteach.com](http://www.abcteach.com)  
[www.Squidoo.com](http://www.Squidoo.com)  
<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

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**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>I&amp;RS</b>	<b>Enrichment</b>
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student’s IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Read 180</li> <li>• System 44</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>
<b>CROSS CURRICULUR RESOURCES</b>			
The Amistad Commission’s Literacy components for Primary Grades: <a href="http://www.state.nj.us/education/amistad/resources/literacy.pdf">http://www.state.nj.us/education/amistad/resources/literacy.pdf</a>			
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>			
<b>Technology Infusion</b>			

## Social Studies Curriculum Guide Grade 1 Lebanon Borough Public School

### Grades K - 5

#### Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

**K Students** With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

**Grade 1 Students** With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

**Grade 2 Students** With guidance and support from adults, explore a variety of **digital** tools to produce and publish writing, including in collaboration with peers. Use glossaries and beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

**Grade 3 Students** With guidance and support from adults, use **technology** to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others

Recall information from experiences or gather information from print and **digital** sources; take brief notes on sources and sort evidence into provided categories.

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Use glossaries or beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

**Grade 4 Students** With some guidance and support from adults, use **technology**, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

Recall relevant information from experiences or gather relevant information from print and **digital** sources; take notes and categorize information, and provide a list of sources.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

**Grade 5 Students** With some guidance and support from adults, use **technology**, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

Recall relevant information from experiences or gather relevant information from print and **digital** sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and **digital** sources on a range of topics

Draw on information from multiple print or **digital** sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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**Evidence of Student Learning**

- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests/Projects
- Quizzes

**21<sup>st</sup> Century Skills** (The ones that apply to this unit are in bold)

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- Media Literacy
- Information Literacy

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**Technology Infusion**

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