

# Bay Head School

**Content Area: Social Studies**  
**Course Title: Social Studies**

**Grade Level: Second Grade**

**Unit Plan 1**  
All About Communities

40 days

**Unit Plan 2**  
Geography - Our Earth

30 days

**Unit Plan 3**  
Citizenship - Working Together

40 days

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

40 days

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

30 days

**Unit Plan 6**  
Culture - Celebrating Our Heritage

ongoing

Updated: August 2018 by Sharon Carroll  
Aligned to New Jersey Student Learning  
Standards for Social Studies

Board Approved:

**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Second Grade

**Domain (Unit Title):** All About Communities

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

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## Learning Targets

Number	Standard for Mastery
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) 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.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

### Unit Essential Questions

- What is a community?
- What are neighbors?
- What different kinds of communities are there?
- What are laws?
- What is a good citizen?

### Unit Enduring Understandings

*Students will understand that...*

- A community is a place where people live, work, and have fun together.
- A neighbor is someone who lives in the same neighborhood.
- There are suburban, rural, and urban areas.
- Laws are rules people in a community must follow.
- A good citizen is a member of the community who helps others.

### Unit Objectives

*Students will know...*

- Learn that people live in communities.
- Recognize that community members work together for the common good.
- Recognize the characteristics of cities, suburbs, and rural areas.
- Identify the significance of community landmarks.
- Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different.
- Identify changes in communication and transportation and explore ways that these changes have affected people's lives.
- Identify the qualities of good citizenship and recognize ways to show good citizenship.
- Recognize the way rules and laws

### Unit Objectives

*Students will be able to...*

- Identify where they live using a world address.
- Discuss why communities exist.
- Identify the characteristics of different communities, including specific landmarks.
- Discuss different types of transportation and communication available in their community.
- Apply the qualities of good citizenship by following rules and laws.
- List ways rules and laws help people.

help communities	
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**Bay Head School  
SOCIAL STUDIES CURRICULUM  
Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Second Grade

**Domain (Unit Title):** Geography - Our Earth

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**Career and Technical Education**

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

**Learning Targets**

Number	Standard for Mastery
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.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.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) 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.
6.1.4.C.9	Compare and contrast how the availability of resources affects

	people across the world differently.
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does geography help me?</li> <li>● What are important characteristics of our country and world?</li> <li>● What different landforms make up our country?</li> <li>● What are the four seasons and how do they affect our lives?</li> <li>● What is a natural resource and how do we use them?</li> <li>● How can we protect the Earth?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Geography tells about the Earth, people, plants, and animals that live on Earth.</li> <li>● Our world is made up of seven continents and four oceans.</li> <li>● Our country is made up of various landforms and bodies of water.</li> <li>● Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.</li> <li>● A natural resource is something that is in nature that is ready for people for use.</li> <li>● We can protect the earth by making minimal changes and practicing recycling.</li> </ul>
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<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Identify the United States and its neighbors on a map and globe.</li> <li>● Identify the oceans and seven continents on a map and globe.</li> <li>● Identify major landforms and bodies of water on maps and globes</li> <li>● Learn how to use a compass rose, map key, and map scale.</li> <li>● Recognize the difference between weather and seasons.</li> <li>● Find out how weather patterns affect</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Utilize a map and a globe to identify the United States and her border neighbors.</li> <li>● Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.</li> <li>● Explain how to use a compass rose, map key, and map scale.</li> <li>● Distinguish between weather and seasons vocabulary words.</li> <li>● Discuss how weather influences personal activity.</li> </ul>
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people's activities.

- Explain what natural resources are.
- Explain how people depend on natural resources to satisfy their basic needs.
- Learn how the Earth has been changed by people and identify ways in which people have changed her
- Identify ways of protecting Earth.
  - Recognize ways people can conserve and replenish natural resources.

- Describe natural resources and how people are dependent on them to satisfy basic needs.
- Explain how the Earth has been changed by people.
- Illustrate how people can protect the Earth and conserve and replenish her resources.

**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Second Grade

**Domain (Unit Title):** Working Together

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

## Learning Targets

Number	Standard for Mastery
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
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.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) 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.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
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.
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.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of

	different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What makes a good citizen?</li> <li>● What does a good citizen act?</li> <li>● What are some symbols that represent the United States?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● A good citizen makes his or her country and community a better place.</li> <li>● A good citizen follows the rules.</li> <li>● The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Identify different types of groups.</li> <li>● Explain the need for groups to have rules.</li> <li>● Explain the need for rules and laws in the home, school, and community.</li> <li>● Give examples of rules or laws that establish order, provide security, or manage conflict.</li> <li>● Identify leadership roles in community, state, and country.</li> <li>● Describe the responsibilities and characteristics of a good leader.</li> <li>● Identify the qualities of good citizenship as demonstrated by ordinary people.</li> <li>● Identify and use voting as a way to make decisions.</li> <li>● Identify symbols of national identity, such as our flag and the Pledge of Allegiance.</li> <li>● Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Distinguish between different types of groups and explain the need for rules in all groups.</li> <li>● Define rules and laws.</li> <li>● Illustrate a leader in the community, state, or country.</li> <li>● List the responsibilities and characteristics of a good leader.</li> <li>● Define the qualities of a good citizen in their community.</li> <li>● Discuss how the community makes decisions</li> <li>● Participate in an election.</li> <li>● List historical figures who exemplify characteristics of good citizenship.</li> <li>● Illustrate and label symbols of our national identity related to citizenship.</li> <li>● Listen to and discuss patriotic songs.</li> </ul>
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| <ul style="list-style-type: none"><li>• Identify historic figures who were good citizens.</li><li>• Demonstrate understanding and skills through material such as songs.</li></ul> |  |
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**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Second Grade

**Domain (Unit Title):** Connecting to the World

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

## Learning Targets

Number	Standard for Mastery
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) 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.
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.
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.
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.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
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.

**Unit Essential Questions**

- Why do people work?
- What is a volunteer?
- What are needs and wants?
- What are goods and services?
- What is a factory?
- What is trade?
- What is technology?

**Unit Enduring Understandings**

*Students will understand that...*

- People work to earn money.
- Volunteers do important jobs without getting paid.
- Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live.
- Goods are things that are made or grown. A service is something that people do for others.
- A factory is a building where things are made.
- Trade is when we give something and then get something back.
- Technology is an advance that makes things faster, easier, or better.

**Unit Objectives**

*Students will know...*

- Understand that people work to earn money and help others.
- Explain the choices people make about earning money.
- Identify needs and wants.
- Explain the choices people make about spending and saving.
- Distinguish between goods and services.
- Learn what producers and consumers are.
- Distinguish between producing and consuming.
- Trace a product from a natural resource to finished goods.
- Understand trade.
- Identify ways in which science and

**Unit Objectives**

*Students will be able to...*

- Explain why people work.
- List examples of needs and wants and discuss choices people make when earning, saving, and spending money.
- Define goods, services, producers, and consumers.
- Sequence the process of creating finished goods from a natural resource.
- Participate in the trade process.
- Explain how communication, transportation, and recreation have been affected by science and technology

technology have affected communication, transportation, and recreation.	
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**Bay Head School  
SOCIAL STUDIES CURRICULUM  
Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Second Grade

**Domain (Unit Title):** People and Places in History

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp;</b>	All students will demonstrate the creative, critical
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<b>Career Skills</b>	thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

## Learning Targets

Number	Standard for Mastery
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.D.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.
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.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is a Native American?</li> <li>● What are traditions?</li> <li>● What is an explorer?</li> <li>● How did the Native Americans help the Pilgrims?</li> <li>● What key historical people and document led to the development of our nation?</li> </ul>	<p><b>Unit Enduring Understandings</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.</li> <li>● A tradition is a special way of doing something to what is passed down over time.</li> <li>● An explorer is a person who</li> </ul>
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- What is a pioneer?
- What is an immigrant?

- traveled to learn about a new place.
- Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.
  - George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. The United States Constitution and the Bill of Rights are important documents that led to the development of our nation.
  - Pioneers leave their homes to inhabit a land they do not know.
  - An immigrant is a person who leaves a country to live in another.

**Unit Objectives**

*Students will know...*

- Identify Native Americans as the first people to live in North America.
- Explain Native American traditions.
- Learn about early explorers to America.
- Recognize how the Pilgrims overcame hardship with the help of Native Americans.
- Explain how the original 13 colonies became the United States.
- Identify contributions of historical figures that have influenced the nation.
- Identify important historical documents to the development of the United States.
- Describe how the United States grew over time

**Unit Objectives**

*Students will be able to...*

- Recognize Native Americans as the first people to live in North America.
- Describe Native American traditions.
- Identify early explorers to America.
- List how the Native Americans helped the Pilgrims overcome hardship.
- Recognize that there were 13 original colonies.
- Name historical figures and documents and describe how they contributed to our history.
- Show the growth of the United States.

**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Second Grade

**Domain (Unit Title):** Celebrating our Heritages

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

**21st Century Life & Career Skills**

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational

	cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

## Learning Targets

Number	Standard for Mastery
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may

	reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is Labor Day?</li> <li>● What is Thanksgiving?</li> <li>● What is Dr. Martin Luther King Jr. Day?</li> <li>● What is Presidents' Day?</li> <li>● What is Memorial Day?</li> <li>● What is Independence Day?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Labor Day is when we show respect for our country's working people.</li> <li>● Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.</li> <li>● Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.</li> <li>● Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.</li> <li>● Memorial Day is when we show respect for the soldiers who died for our country.</li> <li>● Independence Day is when we celebrate our country's birthday.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Explain how selected celebrations reflect an American love of individualism and freedom.</li> <li>● Discuss how holidays reflect our local and national heritage.</li> <li>●</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify major holidays and relate how different people celebrate them.</li> <li>● Explain why certain holidays are related to history.</li> </ul>
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## Evidence of Learning

### **Suggested Formative Assessments:**

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

### **Suggested Summative Assessments:**

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

### **Suggested Modifications (ELLs, Special Education, Gifted and Talented):**

#### Low Level Strategies:

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication

- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

#### High Level Strategies

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

#### **Suggested activities for lesson plans:**

##### Literature:

*Labor Day* by Carmen Bredeson

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

*What is Thanksgiving?* by Michelle Medlock Adams

*In November* by Cynthia Rylant

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

*Martin Luther King, Jr.* by Pam Parker

*Celebrating Presidents' Day* by

Kimberly Jordano *Presidents' Day* by

David F. Marx

*Memorial Day* by Jacqueline S. Cotton

*Memorial Day Surprise* by Theresa Golding

*Independence Day* by Trudy Stain Trueit

*The Fourth of July Story* by Ashley Dagliess

##### **Websites:**

<http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

<http://primarygames.com>

<http://congresskids.net>

**Teacher Notes:**