

**COURSE TITLE**

Grade 1 Social Studies

**LENGTH**

Full Year

**DEPARTMENT**

Social Studies

**SCHOOL**

Lincoln Elementary School  
Washington Elementary School

**DATE**

Revision Date: 9/10/18  
Initial BOE Approval Date (Born on): 6/15/2015

## **I. Introduction/Overview/Philosophy**

The purpose of this social studies program is to develop an awareness in children that they are citizens of a global society and to further their understanding of the democratic process by practicing its principles within the classroom. To achieve this, the students will be introduced to the concepts of citizenship, democracy and constitutional government. They will be able to identify, interpret, and participate through practice in the classroom.

Students will be introduced to social studies skills. They will learn the process of change and its effects upon this and the larger community. The concept of cause and effect will be studied. Tolerance and respect for others, their culture and their beliefs will be stressed, emphasizing social institutions and the concept of prejudice and foul-play. Students will gain a preliminary introduction to economics using the ideas of money, work, wants and needs. Geography will be studied through the use of maps and globes and knowing how to locate places within their community.

Initial introduction to work and careers will be infused into the lessons as appropriate. This grade level is heterogeneously grouped and provides a strong introduction to social studies which will be reinforced at each of following grade levels. It is a one-year program and meets the New Jersey Student Learning Standards and Holocaust and Amistad Mandate studies.

## **II. Objectives**

### **Course Outline:**

#### **Geography**

- Distinguish between maps and globes
- Introduce cardinal directions
  - North, South, East, West
- Use a map or globe to differentiate between land (continents) and water (oceans)
- Become aware of the location of NJ, Rutherford, continents, oceans, USA, North America on a map or globe
- Understand the USA has many states
- Understand the location of the North Pole and South Pole on a globe and map
- Discuss the reasons for recycling and encourage its use
- Be aware of Earth Day and Arbor Day and how they are related to recycling
- Understand simple environmental habits in the community

#### **Community & Citizenship**

- Understand it is important to develop good work and job habits
- Identify jobs which provide help to the community
- Know that one belongs to various groups such as ethnic, country, state, town, school, class and family
- Recognize that all groups have rules and responsibilities
- Recognize that groups need to cooperate with one another
- Understand the difference between problems that can be solved by oneself and those requiring intervention

- Give examples of behaviors that help conserve family, community, state and national resources
- Demonstrate an understanding of occupational differences through the use of classroom jobs
- Understand and name the seasons
- Recognize changes in the community with each season
- Be able to tell time to the hour and half hour using clocks
- Name the days and months in order and associate personal, school or seasonal changes with particular months

### **Economics in Daily Life**

- Recognize that children can work by helping and by doing chores at home
- Show needs as things people must have
- Know all people have similar needs for food, clothing, and shelter
- Shows wants as things people would like to have
- Recognize that choices are involved in satisfying wants

### **Cultures & Perspectives**

- Develop an understanding of fairness and prejudice
- Develop an understanding of discrimination by individuals and groups based on ethnicity, race or religion
- Identify elements found in different cultures.
- Develop a sensitivity for the feelings of others
- Be aware of sensitivity in peer group relations
- Practice an understanding of self-control and emotions
- Understand the differences between acceptable and unacceptable behavior
- Practice good safety habits
- Show an awareness of varying family types and situations, and develop ways to be tolerant of them
- Demonstrate respect for all people and living things
- Recognize their value as a contributing member of a family, class, school and community
- Develop an awareness of and appreciation for holidays, traditions and customs celebrated throughout the world

### **Our Country- The United States**

- Recognize that Americans live in the USA
- Identify ways in which Americans are alike and different, but equal
- Recite the Pledge of Allegiance
- Know symbols and places that are sources of national pride and that represent national beliefs and values.
  - American Folktales- Johnny Appleseed
- Recognize Native Americans as the first Americans
- Identify the Pilgrims
- Identify key figures in US History
  - George Washington, Abraham Lincoln, Martin Luther King, Jr.
- Identify holidays by dates
  - Memorial Day, Veterans' Day, Flag Day, Independence Day, Labor Day, Election Day and New Year's Day

**Student Outcomes:**

Students will begin the development of social studies skills. These skills will be with them as they proceed through the Rutherford school system and will help them throughout their adult and career life. Students are expected to work to their best ability levels in the following skill areas.

**General Skills**

- Develop historical understanding using cause, effect and consequences
- Recall information define words, and identify main ideas
- Classify information, ideas and objects into categories
- Determine simple cause and effect relationships
- Predict outcomes
- Suggest alternative solutions to a simple problem
- Gather information through observation
- Compare and contrast simple information
- Recognize and define a problem
- Develop an understanding of the concept of history and historical events
- Understanding viewpoints
- Identify similarities and differences
- Be able to express a point of view
- Demonstrate ability to listen for information

**Active Citizenship Skills**

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternative solutions
- Develop strategies to reach a consensus and resolve conflict
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

**Critical Thinking and Problem Solving Skills**

- Understand the definition of a problem through class observation and role-playing
- Determine which problems can be solved independently versus those requiring adult intervention
- Apply problem-solving skills, modeled by the teacher, to their daily classroom activities and behaviors
- Organize, synthesize, interpret and evaluate information through the use of graphs, tables, webs and charts
- Develop an understanding of maps, atlases, map keys and dictionaries as a source of information

**Technology**

- Develop computer skills
- Develop an awareness of how a computer can be used to find information
- Develop an appreciation of television and video as informational systems

**Self-Management**

- Establish and practice appropriate school and classroom behavior with an emphasis on self-monitoring
- Learn and practice the skills necessary to work in cooperative group situations
- Develop and practice constructive response to criticism of self and others
- Develop and practice actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender
- Develop an understanding of how to use time efficiently and effectively through classroom and

homework assignments and homework

- Develop and apply study skills in classroom assignments
- Develop an awareness of how ability, effort and achievement are interrelated through modeling

### **Chronology and Time**

- Identify events and changes in historical periods
- Identify relationships
- Place events and factual information in sequential order
- Show ability to express information related to current events
- Show the ability to use simple time references such as now, then, after, before
- Organize daily experiences in temporal order using sequence words such as first, next, last
- Recognize events as past, present and future

## **New Jersey Student Learning Standards**

### **CAREER READY PRACTICES**

#### ***CRP1 Act as a responsible and contributing citizen and employee.***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### ***CRP2 Apply appropriate academic and technical skills.***

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

#### ***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

#### ***CRP5. Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

#### ***CRP6. Demonstrate creativity and innovation.***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

#### ***CRP7. Employ valid and reliable research strategies.***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

***CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP11. Use technology to enhance productivity.***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12. Work productively in teams while using cultural global competence.***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**TECHNOLOGY**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

***Strand B. Creativity and Innovation***

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

***Strand D. Digital Citizenship***

8.1.2.D.1 Develop an understanding of ownership of print and nonpoint information.

***Strand E. Research and Information Fluency***

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

***Strand A. Nature of Technology: Creativity and Innovation***

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

***Strand C. Design: The design process is a systematic approach to solving problems.***

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

***Strand E. Computational Thinking: Programming***

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

**21ST CENTURY LIFE AND CAREERS**

**Standard 9.1 Personal Financial Literacy**

***Strand B. Money Management***

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.5 Identify ways to earn and save.

***Strand D. Planning, Saving, and Investing***

9.1.4.D.1 Determine various ways to save.

***Strand F. Civic Financial Responsibility***

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

**Standard 9.2 Career Awareness, Exploration, And Preparation**

***Strand A. Career Awareness***

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

***NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)***

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.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.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.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

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 [scarcity](#) and choice influence decisions made by individuals, communities, and nations.

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.

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.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **III. Proficiency Levels**

This course is designed for a heterogeneously grouped grade 1 class.

### **IV. Methods of Assessment**

#### *Student Assessment*

Students will be assessed based upon their development and understanding. There will be frequent parent contacts and conferences to assist the child in their education. Areas upon which assessment may be based are:

1. Participation in class activities
2. Communicating with others
3. Expressing their comprehension orally
4. Asking and answering questions
5. Demonstrating an ability to reason

#### *Curriculum/Teacher Assessment*

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

### **V. Grouping**

The course is required of all students in the first grade without prerequisites placement criteria.

### **VI. Articulation/Scope & Sequence/Time Frame**

This is a first-grade course. The class follows the social studies program in growth and development in the Rutherford School District.

### **VII. Resources**

#### ***Texts/Supplemental Reading/References***

- Internet programs and sources
- *Weekly Reader Magazine*
- School Library
- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- Youtube, BrainPop, and other online resources and supplemental materials.
- Speakers- Community individuals representing various careers such as police, business, or medicine
- New Jersey Amistad Commission Resources- NJ Department of Education  
[www.nj.gov/education/amistad](http://www.nj.gov/education/amistad)
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education  
[www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)

### **VIII. Suggested Activities**

- Reading groups
- Role-playing



- Show and tell
- Visual aids
- Map activities
- Oral programs such as music
- Walking trips around the neighborhood
- Thematic units

## **IX. Methodologies**

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

## **X. Interdisciplinary Connections**

The self-contained classroom dictates that the teacher does all subjects, with the assistance of special teachers for library, physical education, etc. As the primary teacher, subject disciplines can effectively be integrated. Mathematics can be combined with economics and science. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance learning wherever possible. Careers can also be combined with many subjects. Thematic units will be infused into the curriculum.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Allow verbal responses
- Cooperative learning opportunities
- Utilize illustrations to reflect understanding
- Utilize picture cues reflecting rules
- Use of songs and technology
- Provide opportunities to collaborate with peers
- Provide opportunities to role play
- Provide positive peer model for collaboration
- Reword/pre-teach vocabulary

- Provide visuals
- Needs & wants picture sorts
- Provide examples of traditions
- Reduce/modify expectations holidays/traditions
- Provide a sentence frame or model
- Break assignments into smaller tasks
- Allow opportunities for collaboration to identify historical development
- Introduce familiar patriotic symbols

#### *Differentiation for Enrichment*

- Compare and contrast activities in different seasons.
- Compare and contrast geography of Rutherford/NJ to that of another community/state.
- Increase number of symbols responsible for
- Provide additional resources for independent exploration of civic responsibilities.
- wants for others.
- Brainstorm ways to support those in need
- Provide in writing, evidence to support a want
- Create opportunities to share and explain personal culture/traditions
- Provide additional resources to enrich understanding of cultures
- Identify through written responses the significant historical events
- Compare flag to another flag
- Provide additional resources for independent exploration of patriotic symbols
- Create a time-line

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● Introduce maps globes, and diagrams</li> <li>● Identify the geography of Rutherford, NJ, USA, continents, oceans</li> <li>● Locate the North &amp; South Pole</li> <li>● Identify our reactions to seasons and climate.</li> <li>● Discuss reasons for recycling</li> <li>● Understand simple environmental habits in the community</li> </ul>	60 minutes a week for 3 weeks	<p><b><i>For Support:</i></b></p> <ul style="list-style-type: none"> <li>● Allow verbal responses related to geography and resources.</li> <li>● Cooperative learning opportunities</li> <li>● Utilize illustrations to reflect understanding</li> </ul> <p><b><i>For Enhancement:</i></b></p> <ul style="list-style-type: none"> <li>● Compare and contrast activities in different seasons.</li> <li>● Compare and contrast geography of Rutherford/NJ to that of another community/state.</li> </ul>	6.1.4.B.1 6.1.4.B.4 6.1.4.B.5 CPR 5 8.1.5.E.1 8.2.5.A.4	<ul style="list-style-type: none"> <li>● Scholastic Weekly Readers</li> <li>● Class Discussions- Why do we recycle?</li> <li>● Student Participation</li> <li>● Map activities</li> <li>● Locate &amp; identify poles on a globe</li> <li>● <u>Sunflower</u> by Joy Cowley, <u>Looking at Cities</u> activity</li> </ul>

<p><b>Community &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• Understand importance of good work &amp; job habits</li> <li>• Identify jobs that help the community</li> <li>• Understand that we belong to various groups &amp; that the groups need to cooperate</li> <li>• Understand our civic responsibilities</li> <li>• Respect and follow rules throughout life experiences.</li> </ul>	60 minutes a week for 8 weeks	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>• Utilize picture cues reflecting rules</li> <li>• Use of songs and technology</li> <li>• Provide opportunities to collaborate with peers</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>• Increase number of symbols responsible for</li> <li>• Provide additional resources for independent exploration of civic responsibilities.</li> </ul>	6.1.4.A.1 6.1.4.A.8 6.3.4.A.1 6.3.4.D.1 CPR1,4, 5, 6, 7, 11, 12 9.2.4.A.1-4 8.1.2.D.1 8.2.2.C.1	<ul style="list-style-type: none"> <li>• Scholastic Weekly Reader</li> <li>• High 5 to Hometown Heroes Activities</li> <li>• Participate in a mock election</li> <li>• Identify civic awareness</li> <li>• Character Education Activities</li> </ul>
<p><b>Economics in Daily Life</b></p> <ul style="list-style-type: none"> <li>• Understand occupational choices to satisfy basic wants and needs.</li> <li>• Understand and compare public and private property.</li> <li>• Understand money as a medium of exchange</li> <li>• Understand that money is used to satisfy needs &amp; wants</li> </ul>	60 minutes a week for 4 weeks	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities to role play.</li> <li>• Provide positive peer model for collaboration</li> <li>• Reword/pre-teach vocabulary</li> <li>• Provide visuals</li> <li>• Needs &amp; wants picture sorts</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>• Identify needs and wants for others.</li> <li>• Brainstorm ways to support those in need.</li> <li>• Provide in writing, evidence to support a want.</li> </ul>	6.1.4.C.1 6.1.4.C.2 CPR1,2, 4, 5, 6, 7, 8, 11 9.1.4.B.1,5 9.1.4.D.1 9.1.4.F.1, 2 9.2.4.A.1-4 8.1.5.B.1, 8.1.5.E.1 8.2.5.A.4	<ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Scholastic Weekly Reader</li> <li>• Compare needs and wants</li> <li>• Group work</li> </ul>
<p><b>Cultures &amp; Perspectives</b></p> <ul style="list-style-type: none"> <li>• Understand and accept each person's unique identity.</li> <li>• Compare and share customs</li> </ul>	60 minutes/month for 10	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>• Provide examples of traditions</li> <li>• Reduce/modify expectations holidays/traditions</li> </ul>	6.1.4.A.10 6.1.4.D.12 6.1.4.A.13 6.1.4.D.17-20	<ul style="list-style-type: none"> <li>• Character Education Activities</li> <li>• Holidays/Family Tradition Activities</li> <li>• Discussion on customs and</li> </ul>

<p>and traditions of one's own and others.</p> <ul style="list-style-type: none"> <li>• Understand one's role as a member of society.</li> <li>• Understand means of thought and expression.</li> <li>• Understand and appreciate human relationships.</li> </ul>	<p>months (character ed)</p> <p>60 minutes/week for 8 weeks</p>	<ul style="list-style-type: none"> <li>• Provide visuals</li> <li>• Role playing</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>• Create opportunities to share and explain personal culture/traditions</li> <li>• Provide additional resources to enrich understanding of cultures.</li> </ul>	<p>6.3.4.D.1 CPR1,5,8, 12</p>	<p>traditions</p> <ul style="list-style-type: none"> <li>• Scholastic Weekly Reader assignments</li> <li>• Monthly assemblies</li> </ul>
<p><b>Our Country-USA</b></p> <ul style="list-style-type: none"> <li>• Identify patriotic symbols</li> <li>• Understand the key principles of the US Constitution</li> <li>• Understand time patterns and relationships among events.</li> <li>• Understand the importance of people and events from the past to the present.</li> <li>• Compare and connect the past with the present.</li> </ul>	<p>60 minutes a week for 8 weeks</p>	<p><b>For Support:</b></p> <ul style="list-style-type: none"> <li>• Provide a sentence frame or model.</li> <li>• Break assignments into smaller tasks</li> <li>• Allow opportunities for collaboration to identify historical development</li> <li>• Introduce familiar patriotic symbols</li> <li>• Utilize picture cues reflecting rules</li> <li>• Use of songs and technology</li> <li>• Provide opportunities to collaborate with peers</li> </ul> <p><b>For Enhancement:</b></p> <ul style="list-style-type: none"> <li>• Identify through written responses the significant historical events</li> <li>• Compare flag to another flag</li> <li>• Provide additional resources for independent exploration of patriotic symbols.</li> <li>• Create a time-line</li> </ul>	<p>6.1.4.A.2 6.1.4.A.10 6.1.4.D.11-12 6.1.4.D.17 Amistad CPR 1,5 8.2.5.A.4 9.2.8.B.4</p>	<ul style="list-style-type: none"> <li>• Identify patriotic symbols, songs.</li> <li>• State the Pledge of Allegiance</li> <li>• Identify the flag and its significance</li> <li>• Class Participation (Martin Luther King Jr., Thanksgiving, Memorial Day)</li> <li>• Then and Now project- Compare and contrast the US from the past to today.</li> </ul>

