

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
<u>Unit 1...</u> School days 3-4 weeks	What is school? What are the tools in a classroom? What is the role of a student? What is a school worker? What is a map key and How can a map be used? How were schools different from today?	6.1 A-1-2 6.2 D 1,2 6..3 6.4 A 1,2,3 6.5 B-1	Define school as a place for learning. Recognize role as a classmate and interaction with teacher and workers. Identify parts of a map. Compare and contrast schools of different times. Explain and discuss rules in a class and consequences for breaking them.	-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions	-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions	-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers
<u>Unit 2</u> At Home with the family 3-4 weeks	What is a family group? What are the basic needs for a family? What is a time line and the key words used in one? What are the	6.1 A-5 6.3 6.4 B-1,2,3,4 6.5 A 3-4	Define a family group. Identify the basic needs of a family. Identify address. Locate places on a street map. Explain and sequence time order on a time	-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions	-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking	-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises

	<p>economic choices a family needs to make? How are families different? Who were the first Americans? How was Thanksgiving celebrated and how do families celebrate it today?</p>		<p>line. Discuss family economic choices. Identify first Americans and Pilgrims. Discuss Thanksgiving.</p>		<p>Activities -Group classroom projects -Teacher made review questions</p>	<p>-Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>
<p><u>Unit 3</u> Living in a Community 3-4 weeks</p>	<p>What is the ethnic, cultural and economic diversity of a community? What is the postal system and what is the sequence of handling mail? Who are the community leaders and what are their responsibilities? What changes take place in a community and how do they affect the community?</p>	<p>6.1 A-4 6.2 C-1 6.5 A-1,2 6.6 D 1,2</p>	<p>Define different communities. Identify the ethnic, cultural and economic diversity of a community. Identify community leaders. Sequence steps of the postal system. Define cardinal directions. Explain and discuss changes in a community. Compare and contrast transportation.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>

	<p>How is money used to trade for goods and services? What is transportation and how has it changed through history?</p>		<p>Demonstrate trade for goods and services.</p>			
<p><u>Unit 4</u> In and Around the Land</p> <p>3-4 weeks</p>	<p>What are landforms and what are the characteristics for each? What are the bodies of water on earth? What are the earth resources and how are they used? How can neighborhoods use and protect resources?</p>	<p>6.6 A-1,2,3 B- 1,2 C- 1 E 1,2,3</p>	<p>Identify the Earth resources and discuss how people use them. Identify and discuss landforms and bodies of water. Read and discuss a pictograph. Discuss how resources need to be protected. Conduct an opinion survey.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>
<p><u>Unit 5</u> My Community, My Heroes</p>	<p>What are states in the US map? What are rivers, lakes, and coasts on a US map? Who is Columbus and why is he</p>	<p>6.2 B-1 6.4 A -4</p>	<p>Recognize and discuss a map of the US. Identify Columbus as an important explorer.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension</p>

3-4 weeks	<p>important? How do read a calendar? How do Americans celebrate Independence Day? Who is George Washington? How does the democratic process of voting work? What are the patriotic songs and symbols of America? What is a diagram and how is it read?</p>		<p>Define and discuss a calendar, seasons, dates weeks and days. Recognize the democratic process of voting and elections. Discuss Independence day. Identify patriotic songs and symbols. Summarize information in a diagram.</p>	<p>-Projects -Comprehension questions</p>	<p>-Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>
<p><u>Unit 6</u> My World Near and Far 3-4 weeks</p>	<p>Where do people live in the world? What are the continents, oceans, and poles and where are they located? Why is language important and how do people communicate</p>	<p>6.2 A-4,5 E-1,2,3 6.6 A- 2,3</p>	<p>Recognize that different people live in different parts of the world. Identify continents, oceans, and poles on a map. Explain how languages are used.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises</p>

	with each other? What are the outcomes to situations? What is a bar graph and how is it read? How can cooperation solve global problems?		Predict outcomes. Identify a bar graph and how to read it. Explore how cooperation between countries and people can solve problems.		-Group classroom projects -Teacher made review questions	

First Grade

