

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
CAPE MAY COURT HOUSE, NJ 08210  
CURRICULUM GUIDE 2012

**DISCIPLINE: Social Studies GRADE LEVEL: Kindergarten**

Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	<i>Resources</i>
Standard	Strand /Era							
6.1 A	US History: America in the World	A.1 Civics, Government, and Human Rights	Why are rules and laws important?	Sept.	Create classroom rules as a whole group	Read, <u>No, David</u> and <u>The Day the Monster Came to School</u> (shared reading)	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		A.2 NA						
		A.3	Why is it important to treat people equally and fairly?	Jan.	Review social skills, create centers to reinforce sharing and fairness among classmates	Read, <u>Young Martin Luther King</u> (shared reading)	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		A.4 NA						
		A.5	What is the job of the president?	Feb.	Presidents' Day activities	Read, <u>My Teacher for President</u> (shared reading)	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		A.6 NA						
		A.7	Why do we elect the people who make our laws?	Nov., Feb.	Election Day activities, Presidents' Day Activities	Read, <u>Duck for President</u> (shared reading)	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		A.8 NA						
		A.9, A.10	How have some people been treated unfairly?	Jan.	Create "I Have a Dream" collage	Read various literature / non-fiction text on MLK	Teacher observation, discussion, journals/illustrations	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		A.11	How can you show	through	Salute the flag,	Read and discuss, <u>We</u>	Teacher	Classroom and media center

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Standard	Strand /Era							
			that you are a good citizen?	hout the year	continued discussion of following rules	<u>Live Here Too!: Kids Talk About Good Citizenship, and Being a Leader</u> (Robin Nelson)	observation, discussion, role play, journals/illustrations, student product	literature, Ipods, classroom materials Web sites, writing materials
		A.12 NA						
		A.13 NA						
		A.14	Do all people in the world live in America?	Nov., also as teachable moments occur	<a href="http://www.epals.com/search/">http://www.epals.com/search/</a> , activities with Pilgrims	Shared reading, read <u>Me On The Map</u>	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		A.15, A.16 NA						
6.1 B		B.1 Geography, People, and the Environment	Why are maps important?	As teachable moments occur	<a href="http://www.canteach.ca/elementary/wenviron6.html">http://www.canteach.ca/elementary/wenviron6.html</a> create a center to explore with maps	Use GSI program (cross curricular, technology) Shared reading	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		B.2,B.3, B.4, NA						
		B.5	How do we take care of our earth?	April, as teachable moments occur	Earth day activities, recycling	Read, <u>The Earth is My Friend, Earth Day</u> (Rookie Reader)	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		B.6-B.10 NA						
6.1C		C.1NA						

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Standard	Strand /Era							
		Economics, Innovation, and Technology						
	C.2		What is the difference between needs and wants?	November, as teachable moments occur	Create a poster showing pictures of needs and wants, compare and contrast needs and wants	Shared reading	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
	C.3-C.5 NA							
	C.6		What are your responsibilities at home?	September - June	Compare and contrast adult responsibilities to those of children in household	Shared reading	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
	C.7, C.8, C.9 NA							
	C.10		Why is it important to save money?	November, as teachable moments occur	Earn incentives for classroom spending	Shared reading/ read <u>Benny's Pennies</u> and <u>Picking Peas for a Penny</u>	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
	C.11-C.14 NA							
	C.15		What kind of transportation do we use in NJ?	September - June	Create a collage of regional transportation	Read and discuss, <u>This Is The Way We Go to School: A Book About Children Around the World</u> , and <u>Late for School</u>	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
	C.16		What is an invention?	January; March	Make leprechaun traps; Read and discuss, <u>Samuel</u>	Shared reading, <u>A Picture Book of Thomas Alva Edison</u> ,	Teacher observation, discussion, role	Classroom and media center literature, Ipods, classroom materials

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Standard	Strand /Era							
					<u>Todd's Book of Great Inventions</u>	<u>Doctor De Soto</u>	play, journals/illustrations, student product	Web sites, writing materials
		C.17, C.18 NA						
6.1 D		D.1 NA History, Culture, and Perspectives						
		D.2	What is an immigrant?	November, December, as teachable moments occur	Pilgrim activities	Read and discuss, <u>What Zeesie Saw on Delancey Street</u> , <u>One Green Apple</u>	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		D.3-D.5 NA						
		D.6	Who are some important Americans that helped our country?	November; January, February	President's Day activities	Shared reading; read various non-fiction texts about presidents	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		D.7-D.11 NA						
		D.12	What is a folk hero?	September-June	Johnny Appleseed Day activities; Jonathan Sprout music cd and assemblies	Shared reading; read various texts about American folk heroes	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		D.13	What traditions does your family have?	September -	Holiday tradition activities	Shared reading; read various texts about	Teacher observation,	Classroom and media center literature,

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Standard	Strand /Era							
				June		traditions around the world	discussion, role play, journals/illustrations, student product	Ipods, classroom materials Web sites, writing materials
		D.14, D.15 NA						
		D.16	What happens when we are hurtful to people who are different?	September-June	MLK activities; social skills program; “No More Bullies, No More Tears” program; “Building Bridges” assembly	Shared reading; read <u>Howay for Wodney Wat, Jerome Camps Out, Chester Raccoon and the Big Bad Bully</u>	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		D.17	What are some symbols of our country?	September, November, February	Flag Day activities; President’s Day activities	Shared reading; read various non-fiction texts; lessons on coin recognition, read <u>ABC USA</u>	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		D.18	What are some ways that people with different cultures celebrate those cultures?	Throughout year as teachable moments or events occur	Holiday traditions; guest speakers/parents; class participation in PTA sponsored <i>Family Multicultural Night</i>	Shared reading; read various non-fiction texts	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		D.19 NA						
		D.20	What are some things that you think people from another country or a time long ago would find	September - June	Venn diagram comparing George Washington’s time to ours;	Shared reading; read various non-fiction texts	Teacher observation, discussion, role play, journals/illustratio	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials

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Standard	Strand /Era							
			different about how we live?		assign an interview with a grandparent or elderly person; bring in a grandparent or older person to talk about when they grew up ; bring in a speaker/parent from another culture to discuss how they grew up		ns, student product	
<b>6.3</b>	Active Citizenship in the 21 <sup>st</sup> Century	A.1 Civics, Government, and Human Rights	What makes a good rule or law?	September, January, February	Create a set of classroom laws the first weeks of school; Veto or approve “silly” laws during study of job of president	Read, <u>No, David</u> and <u>The Day the Monster Came to School</u> (shared reading)	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		A.2- A.4, NA						
		B.1 NA						
		C.1 Economics, Innovation and Technology	How can we raise money to help children in need?	Throughout year as teachable moments occur	Participation in: <u>Jump-A-Thon</u> (American Heart Society), <u>St Judes Math-A-Thon</u> (Children’s Cancer Research Hospital); participate in penny drive or clothing drive	Read , <u>How the Second Grade Got \$8,205.50 To Visit The Statue of Liberty</u>	Teacher observation, discussion, role play, journals/illustrations, student product	Classroom and media center literature, Ipods, classroom materials Web sites, writing materials
		D.1 History, Culture, and Perspectives	What are some ways we can stop being hurtful or unfair to	Throughout year as	MLK activities; social skills program; “No	Shared reading; read <u>Howay for Wodney</u> <u>Wat, Jerome Camps</u>	Teacher observation, discussion, role	Classroom and media center literature, Ipods, classroom materials

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Standard	Strand /Era							
			others?	teachable moments occur	More Bullies, No More Tears” program; “Building Bridges” assembly	<u>Out, Chester Raccoon and the Big Bad Bully</u>	play, journals/illustrations, student product	Web sites, writing materials

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Standard	Strand/Era							
6.1 A		A.1	Why are rules and laws important in our classroom, school, and in our town?	September	Create classroom rules as a whole group. Explore the school rules. Discuss what rules/laws we follow outside of school.	Read, “No, David” by David Shannon (Shared Reading)	Students will create a T-chart defining good decisions and bad decisions based on the classroom and school rules.	Literature, writing tools, classroom instructional aides.
		A.2	NAA					
		A.3	Why is it important to treat all people equally and fairly?	January	Observe and discuss the life and accomplishments of Martin Luther King Jr./ Define equal and fair treatment.	Read, The Sneetches, by Dr. Seuss/ Role play the class as the 2 types of Sneetches.(Shared Reading)	Have students write in their journal how each role made them feel.	Literature, writing tools, classroom instructional aides.
6.1 A		A4	NAA					
		A5	Who were some of the most influential presidents and what did they	February	Observe and discuss the life and accomplishments of George Washington/	Read various biographies of influential presidents. (Shared Reading) Create a timeline	Students can do a research project and present important	Literature, writing tools, classroom instructional aides.



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Standard	Strand/Era							
			do?		Lincoln/ FDR/ T. Roosevelt...ect.	of when the presidents served. (Math)	facts about a chosen president.	
		A6	NAA					
		A7	What is an election and how do you vote?	November	Elect a class mascot. Meet the Mayor (class presentation) Do mock elections (grade or school wide) for local, state, and federal elections.	Shared Reading- Read “My Teacher for President” and “How to become President of the USA”	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
		A8	NAA					
		A9, A10	How have people been treated unfairly?	January	Define what unfair means and identify when some in a story is being treated unfair. List ways to make it fair.	Read, Young Martin Luther King Jr. (Shared Reading)	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
		A11	What does a citizen do in our country?	June	Make a list of responsibilities of a good citizen.	Shared Reading- Read various fiction and nonfiction	Student Product	Literature, writing tools, classroom instructional

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Standard	Strand/Era							
						literature pieces.		aides.
		A12	NAA					
		A13	NAA					
		A14	How are people in the world different and the same as us (Americans)?		Create a Winter Celebrations Around the World event.	Shared Reading- Read various fiction and nonfiction literature pieces.	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
		A15	NAA					
		A16	NAA					
6.1 B		B1	Why do different sets of people live in different places in New Jersey?	March	Use GSI program to discover where people live and discover why?	Use the GSI program (technology)	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		B2	NAA					
		B3	NAA					
		B4	NAA					
		B5	How can our environment help us? How can we hurt the environment? What can we	April	Observe and discuss ways to help the environment through recycling, moderation, not	Celebrate Earth Day. Read "Our Earth" (Science/ Shared Reading)	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.

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Standard	Strand/Era							
			do to help the environment?		littering...etc. Define examples of pollution.			
		B6	NAA					
		B7	NAA					
		B8	NAA					
		B9	NAA					
		B10	NAA					
6.1 C		C1	NAA					
		C2	What are needs and wants?	September	Create a t chart of needs and wants.	Shared Reading- Read various fiction and nonfiction literature pieces about needs and wants.	Student Product	Literature, writing tools, classroom instructional aides.
		C3	NAA					
		C4	NAA					
		C5	NAA					
		C6	What careers can we have when we grow up?	November	Hold a career day within your classroom. Invite students to present a job they may want to be when they	Shared Reading- Read various fiction and nonfiction literature pieces about different careers.	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.

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Standard	Strand/Era							
					grow up.			
		C7	NAA					
		C8	NAA					
		C9	NAA					
		C10	What is money and why is it important to save, spend, and invest?	September To June	Look through magazines and have students spend \$100 exactly. Allow students to save and spend at centers with a different set of toy magazines.	Teach values and calculations of various coins and the one dollar bill. (Math)	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		C11	NAA					
		C12	NAA					
		C13	NAA					
		C14	NAA					
		C15	What is transportation? How do people use transportation in New Jersey?	June	Create models out of legos of different modes of transportation.	Shared Reading- Read various fiction and nonfiction literature pieces about different types of transportation.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		C16	What is an	June	Identify several	Shared Reading-	Teacher	Literature,

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Standard	Strand/Era							
			invention? How have inventions made our life better?		inventions and ask the students to define how it makes our life easier. Allow them to try and create an invention as a family project.	Read various fiction and nonfiction literature pieces about inventors and inventions.	Observation and Student Discussion and Student Product	writing tools, classroom instructional aides.
		C17	NAA					
		C18	NAA					
6.1 D		D1	NAA					
		D2	What is an immigrant? Why is it hard to move to a new country?	June	As a home research project, have students research a distant family member who came to the USA as an immigrant. Students can write about what they felt as they left their country and arrived in a new country.	Shared Reading- Read various fiction and nonfiction literature pieces about an immigrant who travels to a new country and/ or Ellis Island.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		D3	NAA					
		D4	NAA					

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Standard	Strand/Era							
		D5	NAA					
		D6	During colonial times, what individuals helped create our country?	February	Students can create a Founding Fathers Biography Book- highlighting biographical information about each individual and achievements they gained.	Shared Reading- Read various fiction and nonfiction literature pieces about each individual who helped create our country.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		D7	NAA					
		D8	NAA					
		D9	NAA					
		D10	Who are the Lenni Lenape and where and when did they live freely in New Jersey?	November	Students will engage in a discussion of who the Lenni Lenape were. Students will create a wampum belt depicting how the Lenni Lenape traded.	Shared Reading- Read various fiction and nonfiction literature pieces about the Lenni Lenape.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.

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Standard	Strand/Era							
		D11	NAA					
		D12	How do folk heroes help us understand where we live?	Sept- June	Read and discuss the life of Johnny Appleseed. Do activities. Jonathon Sprout Assembly and music CD.	Shared Reading- Read various fiction and nonfiction literature pieces about folk heroes.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		D13	What activities do different cultures celebrate?	December To January	Engage in a winter celebrations around the world activity.	Shared Reading- Read various fiction and nonfiction literature pieces about different celebrations observed by different cultures.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		D14	NAA					
		D15	NAA					
		D16	What is prejudice? How does being prejudice create conflict?	January	Read "Sneetches" by Dr. Seuss. Divide the class into Star Belly and No Star Sneetches. Treat students	Shared Reading- Read various fiction and nonfiction literature pieces.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.

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Standard	Strand/Era							
					according to book.			
		D17	What are some symbols, monuments, and holidays that represent America?	Sept. - June	Throughout the year discuss American themed holidays and monuments. Have students create nonfiction texts describing each monument while also adding the components of a nonfiction text (index, table of contents, captions)	Shared Reading- Read various fiction and nonfiction literature pieces about symbols, monuments and holidays that represent America.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		D18	Why can individuals observe more than one culture?	December	Students can do a What I Celebrate poster, highlighting what holidays they celebrate based on the cultures they observe.	Shared Reading- Read various fiction and nonfiction literature pieces.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		D19	NAA					



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Standard	Strand/Era							
		D20	Why should we respect all cultures of the world?	November To January	Define respect as it relates to the students in the class. Create an overall definition of respect as it relates to what people believe is important and how people are different. Create a Wall of Respect in your classroom that lists how and why we respect people and their cultures.	Shared Reading- Read various fiction and nonfiction literature pieces about different cultures of the world.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
6.3		A1	What makes a rule good?	September	Create classroom rules and discuss how and why a rule will help our class learn and will help the students of the classroom.	Shared Reading- Read various fiction and nonfiction literature pieces about classroom rules.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		A2	NAA					
		A3	NAA					

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Standard	Strand/Era							
		A4	NAA					
		B1	NAA					
		C1	What can we do to help the children of our community?	November	Have a school wide food drive. Have a school wide penny drive.	Shared Reading- Read various fiction and nonfiction literature pieces about schools and places that have engaged in helping the children of the community.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.
		D1	What is bullying? What can we do to try and stop bullying?	September	Students will be involved in a Building Bridges Anti-Bullying Assembly	Shared Reading- Read various fiction and nonfiction literature pieces about the negatives of bullying, why it is bad, and how we can prevent it.	Teacher Observation and Student Discussion and Student Product	Literature, writing tools, classroom instructional aides.

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**DISCIPLINE: Social Studies GRADE LEVEL: 2<sup>nd</sup> Grade**

Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1		A1	What rules and laws are developed to protect people's rights?	September January	Back to school activities involving school, classroom, hallway, and cafeteria rules	Share/Guided Reading	Students will create classroom rules for the whole year	Literature, writing tools, classroom instructional aides.
6.1		A2	How does the Bill of Rights and Constitution guarantee us equal rights?	February	Unit 5- Lesson 2 pages 194-197	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		A3	How does fairness, equality, and the common good help change US government at the local and national level?	February	Unit 5- Lesson 2 pages 194-197	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		A4	How is the United States government organized?	February	Unit 5- Lesson 2 pages 194-197	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		A5	What are the three branches of national government?	February	Unit 5- Lesson 2 pages 194-197	Share/Guided Reading	Students can create a chart with each branch of government and what they do	Literature, writing tools, classroom instructional aides.

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1		A7	How do elected representatives interact with citizens at the local, state, and national level?	February	Unit 5- Lesson 1 pages 192, 193	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		A9	How does the examination of individual experiences, historical narratives, and events promote an understanding of individual and community responses to the violation of fundamental rights?	March	Unit 6 Lessons 3-5 pages 240-257	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		A10	How does the examination of individual experiences, historical narratives, and events promote an understanding of individual and community responses to the violation of fundamental rights?	March	Unit 6 Lessons 3-5 pages 240-257	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		A11	How does the United States democratic system require active participation of its citizens?	October	Unit 4 Lesson 4 pages 160-167	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.

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Standard	Strand/Era							
6.1		A14	How is the world comprised of nations that are similar to and different from the United States?	March	Unit 6 Lesson 3 pages 240-244	Share/Guided Reading	Students create a venn diagram to compare and contrast	Literature, writing tools, classroom instructional aides.
6.1		B1	What information can be found on maps and how is this helpful?	January	Unit 2 Map and globe skills on pages 54, 60	Share/Guided Reading	Students create a map of the classroom and include a map key	Literature, writing tools, classroom instructional aides.
6.1		B5	How can the physical environment both accommodate and be endangered by human activities?	May	Recycling assembly and field trip	Share/Guided Reading	Recycling project	Literature, writing tools, classroom instructional aides.
6.1		B10	How do urban areas, worldwide, share common physical characteristics, but may also have cultural differences?	March	Unit 6 Lesson 3 pages 240-244 and Lesson 5 pages 252-256	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		C2	How do people make decisions based on their needs, wants, and the availability of resources?	April	Unit 3 Lesson 5 pages 122-128	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		C6	How does interaction among various institutions in the local,	April	Unit 3 Lessons 1-3 pages 104-117	Share/Guided Reading	Teacher Observation and Student	Literature, writing tools, classroom

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Standard	Strand/Era							
			national, and global economies influence policymaking and social outcomes?				Discussion	instructional aides.
6.1		C8	How is the production, distribution, and consumption of goods and services affected by the global market and events in the world?	April	Unit 3 Lessons 1-3 pages 104-117	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		C10	How does money, savings, debt, and investment affect someone's life?	April	Unit 3 Lesson 44 pages 118-121	Math Unit 10	Teach and play monopoly	Literature, writing tools, classroom instructional aides.
6.1		C12	How does creativity and innovation affect lifestyle, access to information, and the creation of new products and services?	April	Unit 3 Lessons 1-3 pages 104-117	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		C15	How are economic opportunities in New Jersey and other states related to the availability of resources and technology?	April	Unit 3 Lessons 1-3 pages 104-117	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		C16	How have creativity and innovation led to improvements in	January	Unit 2 Lesson 3 pages 62-65	Share/Guided Reading		Literature, writing tools, classroom

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
			lifestyle, access to information, and the creation of products?					instructional aides.
6.1		D2	How do Immigrants who come to New Jersey and the United States for various reasons have a major impact on the state and the nation?	January	Unit 2 Lesson 2 pages 56-60	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		D6	Which key historical events, documents, and individuals led to the development of our nation?	February	President's Day activities Johnathan Sprout Assembly	Share/Guided Reading	Project on famous American and their contributions	Literature, writing tools, classroom instructional aides.
6.1		D11	How are personal, family, and community history a source of information for individuals about the people and places around them?	February	Unit 5 Lesson 1 pages 188-193	Share/Guided Reading	Student timeline about their life	Literature, writing tools, classroom instructional aides.
6.1		D12	How does the study of American folklore and popular historical figures enable Americans with diverse cultural backgrounds to feel connected to a national heritage?	February	Unit 5 Lesson 1 pages 188-193 Johnathan Sprout Assembly	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.

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Standard	Strand/Era							
6.1		D13	How do cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people?	February	Multicultural night	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		D16	How can prejudice and discrimination be obstacles to understanding other cultures?	April	Multicultural night	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		D17	How do historical symbols and the ideas and events they represent play a role in understanding and evaluating our history?	November	Unit 4 Lessons 2-5 Pages 148-174	Share/Guided Reading	Research a historical event and present findings to class	Literature, writing tools, classroom instructional aides.
6.1		D18	How do 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?	April	Multicultural night	Share/Guided Reading	Teacher Observation and Student Discussion	Literature, writing tools, classroom instructional aides.
6.1		D20	How do people view and interpret events differently because of	March	Unit 6 Lesson 4 pages 246-251	Share/Guided Reading	Teacher Observation and Student	Literature, writing tools, classroom



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Standard	Strand/Era							
			the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view?				Discussion	instructional aides.
6.3		A1	How will students recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences?	October	Unit 1 Lesson 4 pages 32-34 Multicultural night	Share/Guided Reading	Research different cultures of different countries	Literature, writing tools, classroom instructional aides.
6.3		C1	How will students demonstrate understanding of the need for fairness and take appropriate action against unfairness?	February	No more bullies, no more tears assembly	Share/Guided Reading	Create classroom and school rules and consequences	Literature, writing tools, classroom instructional aides.
6.3		D1	How will students demonstrate understanding of the need for fairness and take appropriate action against unfairness?	September	Yearly behavior modification plan for class	Share/Guided Reading	Create classroom and school rules and consequences	Literature, writing tools, classroom instructional aides.