

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCS and Common Core	Performance Benchmarks/Assessments	Materials Used
	<p><u>Essential Questions:</u></p> <p>How am I alike/different from others?</p> <p>How have I changed over time?</p> <p>What is a tradition?</p>	<p>Students will explore different experiences, beliefs, motives and traditions of people in their neighborhoods, families, communities, and State.</p> <p>Students will distinguish between near and distant past and interpret simple timelines.</p> <p>Students will examine the different beliefs, traditions, and customs that families have, and how those began.</p>	<p>RF K1, 2, 3 W K 1 6.1.4.A.14</p> <p>6.1.4.D.11</p> <p>SL K1, 4, 6 6.1.4.D.11, 6.1.4.D.13, 6.1.4.D.15, 6.1.4.D.18, 6.1.4.D.19, 6.1.4.D.20</p>	<p><u>All About Me: Identity/Same and Different</u> Students will create a visual (e.g. picture) that illustrates one way the student is similar and one way the student is different from another student in the class. Accompany the picture with a verbal and or developmentally appropriate written explanation of the visual. Categories of discussion: Physical attributes, gender, age, favorites.</p> <p><u>All About Me: Timeline</u> Using three different pictures of a child's self at three different ages, students will accurately complete a timeline.</p> <p><u>All About Me: Family Tradition</u> Students will illustrate a picture of a family tradition with an accompanying verbal explanation.</p>	

	<p style="text-align: center;">WHO AM I? What are my needs? What are my wants?</p>	<p>Students will be able to identify the difference between needs (food, clothing, and shelter) and wants; share that all people have needs and wants; know some ways individuals and groups attempt to satisfy their basic needs and wants.</p>	<p>SL K 6 6.1.4.C.1</p>	<p><u>All About Me: Needs and Wants</u> Given a t-chart and pictures of various needs and wants, students will appropriately place pictures showing different needs and wants, with a verbal explanation.</p>	
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	<p><u>Essential Questions:</u></p> <p>Who helps me to meet my needs and wants and how do they help me?</p> <p>How can I make good choices about my needs and wants?</p>	<p>What goods and services do we need and how much do we really need: How are goods produced and services designed? For whom shall goods and services be produced- who needs what?</p> <p>Students will be able to explain how people's wants exceed their limited resources and that this condition defines scarcity; recognize that scarcity requires individuals to make choices and that these choices involve an impact on monetary costs.</p>	<p>SL K 4, 6 6.1.4.C.1, 6.1.4.C.2</p> <p>6.1.4.C.1, 6.1.4.C.5</p>	<p><u>All About Me: People Help Me Meet My Needs and Wants</u> Given pictures of workers in their school (e.g. nurse, cafeteria worker, teacher), students will describe (verbally or in writing), how one of these individuals helps them to meet their needs or wants.</p> <p><u>All About Me: Making Economic Choices</u> Students will sort objects/pictures of items into needs and wants categories.</p>	

	<p>How can I be a good citizen?</p> <p>What are the symbols of our nation?</p>	<p>Students will be able to define and describe what a citizen of a (school) society is.</p> <p>Students will be able to state the meaning of key terms and concepts related to democracy, power, citizenship, nation-state and justice.</p>	<p>6.1.4.A.11, 6.1.4.B.3, 6.1.4.D.16</p> <p>SL K 4, 6 6.1.4.A.7, 6.1.4.D.17</p>	<p><u>All About Me: Being A Good Citizen:</u> Students will demonstrate how to be a good citizen (on a daily basis and in the classroom) by using appropriate behavior and manners as well as thinking about others and offering assistance if/when needed.</p> <p><u>All About Me: Symbols of Our Nation</u> Students will explain (verbally or visually) what a symbol of our nation (i.e. the U.S. flag) stands for and why it is important.</p>	
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	<p>What are the holidays and celebrations of our nation?</p> <p>What are good citizenship rules?</p>	<p>Students will maintain their awareness of the various holidays, celebrations and symbols of our nation.</p> <p>Students will be able to explain simple consequences of the absence of governance (maybe related to school and community) rules; identify and describe the rules and responsibilities students have at home, in the classroom and at school.</p>	<p>6.1.4.A.14, 6.1.4.D.11, 6.1.4.D.14</p> <p>SL K 6 6.1.4.A.1, 6.1.4.A.15</p>	<p><u>All About Me: Holidays and Celebrations of our Nation</u> Students will create a picture, based upon a classroom timeline of those celebrations that shows the various holidays and celebrations of our nation, and explain (verbally) the significance of two of the holidays/celebrations.</p> <p><u>All About Me: Good Citizenship Rules</u> Based upon a classroom set of rules, students will choose one classroom rule and explain (verbally) why the rule is needed.</p>	
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	What are good citizenship responsibilities?	Students will be able to identify and describe the rules and responsibilities students have at home, in the classroom and at school.	SL K 6 6.1.4.A.11, 6.1.4.A.15, 6.1.4.A.16	<u>All About Me: Good Citizenship Responsibilities</u> Given a scenario, students will explain (verbally) what action a good citizen would take and why.	
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