

New Social Studies Series Grades K-5



PRESENTED BY
Alyssa Bellardino, *PK-6 Humanities Supervisor*
&
The Elementary Social Studies Committee



Table of Contents



01

Introduction

02

Decision
Making Process

03

Proposed
Series

04

Feedback &
Moving Forward





01

Introduction



Meet The Committee



Mrs. Sappio

*K-2 Special Education Teacher
Franklin Elementary*

Ms. DeAngelis

*Kindergarten Teacher
Nixon Elementary*

Mrs. Hellyer

*Kindergarten Teacher
Franklin Elementary*

Mrs. Ralston

*First Grade Teacher
Nixon Elementary*

Mrs. Byrne

*Second Grade Teacher
Kennedy Elementary*

Ms. Fox

*Third Grade Teacher
Jefferson Elementary*

Dr. Rohde

*Fourth Grade Teacher
Jefferson Elementary*

Ms. Tunstead

*Fifth Grade Teacher
Lincoln Roosevelt*

Mrs. Perhacs

*Fifth Grade Special Education Teacher
Lincoln Roosevelt*

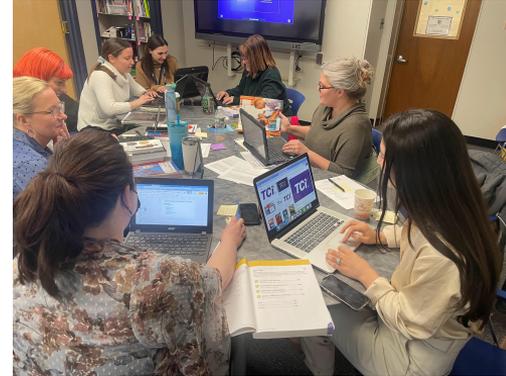


02

Decision Making Process

Steps to Success

1. Gather a SS Committee
2. Review samples & alignment to NJSLs & district goals
3. Collect district input
4. Review all grade level materials
5. Pilot series
6. Collect Feedback from teachers & students



The Committee's Goal & Vision



Alignment to District Goals

- Culture & Climate/Community- To foster an inclusive and collaborative culture and climate with internal and external stakeholders.
- Portrait of a Graduate- To utilize Portrait of a Graduate, a collective vision of our community's aspirations for our students, to provide strategic direction in the overall educational experiences that prepare our students for tomorrow.
 - Themes Aligned: Emotional Intelligence, Leadership, Curious Thinking, Active Citizenship, Adaptability and Resilience, Life Ready Skills
- Student Achievement/Professional Development- Enhance an active, inclusive, and multifaceted learning experience that maximizes each student's potential and empowers individual achievement
 - Transfer Goals Aligned: Social Studies, ELA, SEL, Inclusivity, Speaking & Listening

What do the teachers want from a new SS Series?

- Fun and engaging
- Flexible
- Easy To Use
- Scaffolded Support
- Unbiased
- Concrete Materials
- Updated specific curriculum

Google Website

- District SS Committee Members shared goals & mission at schools during faculty meeting time
- Provided all teachers the opportunity to engage within the decision making process: shared website & perspectives collected through a Google Form
- 98% of responding teachers selected Social Studies Alive



[Click here](#) to Access



03

Proposed Curriculum Series



TCI's *Social Studies Alive!* Elementary Programs



Social Studies Alive!
Me and My World



Social Studies Alive!
My School and
Family



Social Studies Alive!
My Community



Social Studies Alive!
Our Community and
Beyond



Social Studies Alive!
Regions of Our
Country



Social Studies Alive!
America's Past



Award-Winning Curriculum



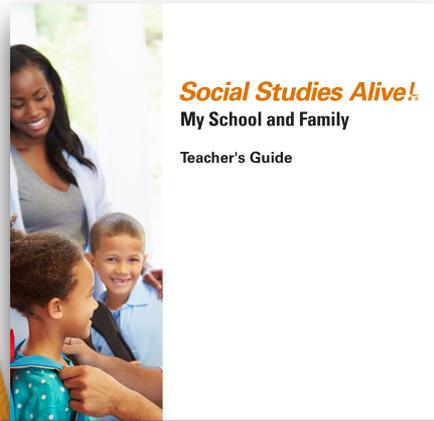
Who is using SS Alive?

Neighboring Districts Using SS Alive

- Denville
- Mine Hill
- Sparta
- East Hanover
- Livingston
- Madison
- Mendham
- Chatham



Teacher Materials



También en Español

SAMPLE TEACHER'S GUIDE - UNIT 4

Unit 1 Civics

Unit Inquiry Project

- 1 How Do We Get Along in School?
- 2 Why Is It Important to Learn from Each Other?
- 3 Why Do Schools Have Rules?
- 4 How Are We Good Helpers at School?
- 5 What Groups Do We Belong To?

Unit 2 Economics

Unit Inquiry Project

- 6 Who Works at Your School?
- 7 What Do Families Need and Want?
- 8 How Do Family Members Care for Each Other?
- 9 What Do Good Neighbors Do?

SAMPLE TEACHER'S GUIDE - UNIT 4

Unit 3 Geography

Unit Inquiry Project

- 10 What is a Map?
- 11 How Are Families Special?
- 12 Where Do Families Live?
- 13 What Are Family Traditions?

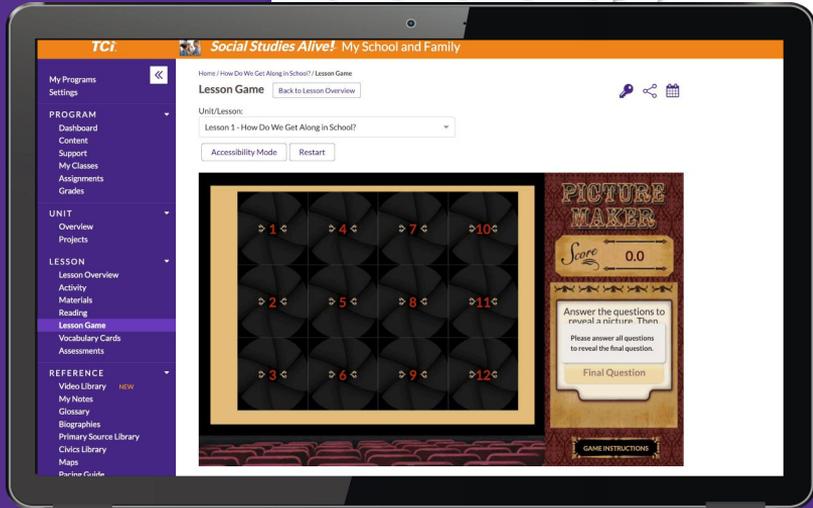
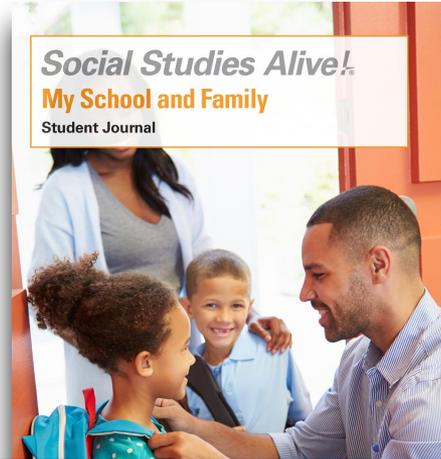
Unit 4 History Sample Unit

Unit Inquiry Project.....2

14	Providing Public Services.....	11
15	Government in the United States.....	27

My School and Family Unit 4 History

Student Materials



También en Español



We all go to school to learn. To enjoy school, we have to get along with others. We may all want to play on the slide at lunch. What can we do? We can take turns. What other ways can we get along in school?

Vocabulary
good sport
listen
play fairly
share
take turns
talk

Preview Activity

Draw your face to show how you felt while you made the first drawing.



Draw your face to show how you felt while you made the second drawing.



ELA Integration

Preview Activity

Use a physical map of the United States to identify six different environments that were home to diverse Native American cultures.

Let's explore six very different environments.

Native Americans, the first people to call North America home, learned to adapt and thrive in each environment.

On the next slide, you and your partner will try to connect half a photograph of each environment to its correct other half. When you're finished, you will draw a symbol or sketch of each environment in your **Activity Notes**.

Are you ready to use your geographic observation skills?

Let's go!



Preview

Environment

Definition



The environment has mountains and an ocean.

Trade

Definition



We trade goods for money.

Tribe

Definition



The Seminole tribe lives in Florida.

Vocabulary: 1 of 1

Vocabulary

Hands-On Activity: Observing Native American Environments

Learn how different Native American groups adapted to their environments by finding hidden objects and organisms in six different locations.



Cherokees: Appalachian Mountains

Find and click on the four hidden objects or organisms. Click each object. Listen and learn!

Hands-On Activity

Native Americans and Their Environments

How did Native Americans adapt to the environment long ago?

Introduction

What do you think life in North America was like 600 years ago? At the time, many Native American groups lived across the continent. They did not have grocery stores, cars, or electricity. They relied on their environment to get what they needed.

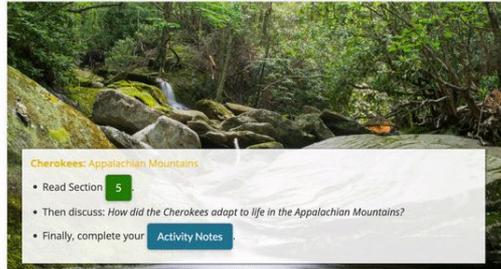
There are many types of environments in North America. Each Native American group developed a way of life based on where they lived. Some made canoes and fished, while others followed herds of bison for food and shelter. They ate food and built houses based on what they could find around them. However, their way of life changed when Europeans came to North America.



Considerate Text

Hands-On Activity: Observing Native American Environments

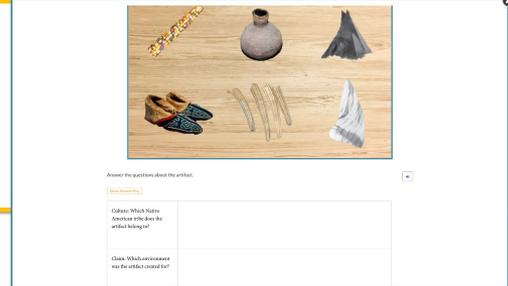
Learn how different Native American groups adapted to their environments by finding hidden objects and organisms in six different locations.



Cherokees: Appalachian Mountains

- Read Section 5
- Then discuss: *How did the Cherokees adapt to life in the Appalachian Mountains?*
- Finally, complete your **Activity Notes**.

Notebook



Show What You Know Writing

Reading Support & Differentiation

The screenshot displays a digital reading interface. At the top, it says "Reading" with a "See What's New" button. The status is "Not Started" with a due date of "Jun 03, 11:59 PM PDT". The unit is "Lesson 7 - Making Communities Better" and the section is "Section 1 - Good Citizens Help Their Community (p. 143 - 144)". Below this is a toolbar with icons for home, play, star, pencil, eraser, and print. The main content area shows the heading "1. Good Citizens Help Their Community" followed by three paragraphs of text. The first paragraph states that being part of a community in the United States involves helping out and practicing good citizenship. The second paragraph lists ways to be a good citizen, such as treating others with respect. The third paragraph mentions following laws. An image of a group of diverse students sitting around a table and reading is positioned to the right of the text.

- Reading Levels
- Text-to-Speech
- Main Ideas
- Highlighting
- Notes (for students)
- Spanish Translation

Differentiating Instruction

English Learners

Prior to the Preview, ask students to describe their current community, as well as any communities students and their families have belonged to in the past. Chart a list of student responses. After watching the video, encourage students to think of services that are similar in their community and brainstorm other services that aren't shown in the video. Include the vocabulary terms first responders, private services, public services, suburbs, and taxes so students are exposed to these words prior to the Vocabulary section of the lesson.

Learners with Special Education Needs

Before beginning the Hands-On Activity, share the images on the Activity Cards with students and ask them to discuss what they see so they are more engaged and successful in the lesson. Write the name of the public service and reading section on the back of the images so that students with special needs can find their starting point more quickly. Be sure to pair students strategically so they have adequate support during Hands-On Activity, especially during the writing of their reasons for their rankings in their Student Journals.

Learners Reading and Writing Below Grade Level

Use the Footbar in the online text as a means of increasing reading fluency and comprehension. Provide reading support during the Vocabulary activity titled, "Firefighters Save Walnut Grove Elementary." Consider charting responses to the Student Journal prompt asking students to come up with four reasons why people join communities so they have a word bank to use when writing. Pair students strategically so they have adequate reading and writing support during Hands-On Activity. Modify the requirements of the Activity Notes to reduce the writing burden for struggling students.

Advanced Learners

After the Show What You Know activity, have students share their poster pages in small groups. Have the class choose one of the public services (you may want to ask the class to vote) and then use the information on their posters to create a mural on butcher paper for that service. Groups can each work on one panel or section of the mural. Optionally, arrange for a representative of the public service depicted in the mural to come talk with the class and accept the mural as a thank-you from the students.

Engaging Activities

ELA Integration

Easy to Use

TCI's Lesson Structure

- Lesson Options
- Flexibility
- Hands-On
- Differentiated for All

<p>▶ Preview Activity Analyze economic concepts about a good or service you have recently purchased.</p>	<p>Page 219 - 221</p>	<p>👉 10 min 📖 5 min</p>
<p>▶ Vocabulary Activity demand, incentive, profit, supply</p>	<p>Page 222</p>	<p>👉 10 min</p>
<p>▶ Hands-On Activity: The Fruit Market Game (Round 1) Create your own market to discover what happens when supply is high and demand is low.</p>	<p>Page 223 - 230</p>	<p>👉 30 min 📖 15 min</p>
<p>▶ Hands-On Activity: The Fruit Market Game (Round 2) Find out what happens to prices when supply is low and demand is high.</p>	<p>Page 231 - 235</p>	<p>👉 30 min 📖 10 min</p>
<p>▶ Extension: Predicting Prices Guess how prices will change in hypothetical situations that affect supply or demand.</p>		<p>👉 20 min</p>
<p>▶ Show What You Know Evaluate how supply and demand affect prices in your community.</p>	<p>Page 236</p>	<p>👉 15 min</p>

Engaging Activities

ELA Integration

Easy to Use

04

Feedback &
Moving Forward



Social Studies Alive: Kindergarten

My School and Family

Unit 1 Civics: Problem Solving & Being a Good Friend

Unit 2 Economics: Needs & Wants

Unit 3 Geography: Where Am I In the World?

Unit 4 History: Family



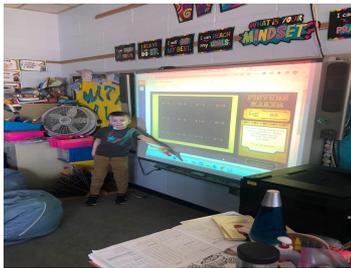
A	B	C	D
 Gabi Garbage	 Lulu Reuse	 Bruce Reduce	 Michael Recycle
 LESS PLASTIC			
Who helps people reduce waste?	Who helps people pick up garbage from the water and land?	Who helps people recycle items?	Who helps people find ways to reuse items?

Take a SNEAK PEEK at 1st Grade Geography

What is a Map?



How Are Families
Special?



What Are Family
Traditions?



Where Do Families
Live?



Social Studies Alive Grade 2

Unit 2 Economics

Students learned about environments, goods, services and how to be a smart consumer.



Social Studies Alive! Grade 3

Our Community and Beyond

Unit 1: Geography

Unit 2: History

Unit 3: Economics

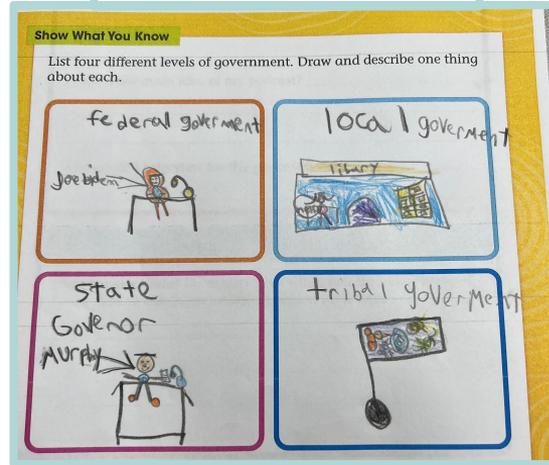
Unit 4: Civics

- Providing Public Services
- Government in the United States
- Citizenship and Participation
- Making a Difference in the World



Student engagement through game-based learning!

Opportunities for students to display knowledge in a variety of ways!



Online grading system for teachers provides live time feedback on assignments!

✔ Vocabulary Game: Powered By Pizza

Max Score: 7

5.5
-
6
4.5
7
-
5
4.5

POG in Action



Hands-On Activity: Creating a Podcast About Our Government

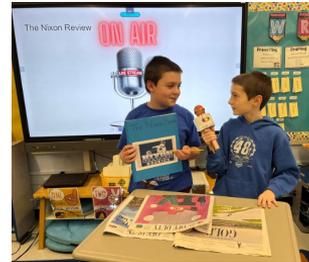
Plan and write a podcast about government.

Podcast Planning

Now that you have learned all about the different levels of governments, you and your partner will plan a podcast that talks about one of them. Complete each step in your

Activity Notes

1. **Set up your podcast.** Plan the topic, audience, and title of your podcast.
2. **Plan what to ask.** Research and report on the topic and plan and conduct an interview to include in the podcast.
3. **Plan what to say.** Write down notes about what you will say in your podcast in addition to sharing the interview.



Let's listen to a podcast.

What was the subject of the podcast? +

Who will decide whether the town of Trenton will get a pool or a playset for the park? +

Read the [Introduction](#).

Then complete your [Activity Notes](#).

PODCAST

Episode 221

In this episode, our guest, Peter, talks about his plans to get the city to build a new playground in the park that he could use.



Slide 3 / 4

ACTIVITY

Social Studies Alive! Grade 4

Regions of Our Country

Unit 1: Discovering Social Sciences

The Four Social Sciences

Exploring Regions of the United States

The Peopling of the United States

Unit 2: The Northeast

Unit 3: The Southeast

Unit 4: The Midwest

Unit 5: The Southwest

Unit 6: The West

Unit 7: Studying Your State



Social Studies Alive Grade 5

America's Past

- America's Geographic Setting
- Colonial Times
- The American Revolution
- Civics and Economics in America



Next Steps

01

SS Committee Visits
to Neighboring
Districts

02

Training for all Staff

03

Rewrite Curriculum
Summer 2023

04

Implementation of
Program & Continuous
Check-Ins

Thank you,
let's work together to prepare our
students today for tomorrow!



Ms. Alyssa Bellardino
abellardino@roxbury.org

[Click Here to
Complete a Parent
Input Survey](#)