

# Verona Public School District Curriculum Overview

## Kindergarten-Social Studies



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[www.veronaschools.org](http://www.veronaschools.org)

**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

The primary objective of the K-4 social studies program is to create an environment which nurtures thoughtful, active citizens who can function productively in a multicultural, rapidly changing, and increasingly interdependent world. The social studies program provides a variety of affective and cognitive experiences which contribute to the development of a philosophy based upon the dignity and worth of each human being. This humanistic value orientation, in turn, becomes the framework for an open examination of diverse lifestyles and experiences on the local, state, national and international levels. The social studies program is founded upon the notion that a democratic society depends upon caring and responsible citizens to make rational decisions consistent with basic democratic values. Active experiences and participation within the classroom, school and community relative to that democratic process are essential. The social studies classroom provides the initial setting where students can begin to inquire into questions dealing with the study of human social relationships. The disciplines of geography, history, civics, and economics provide the basis for organizing a multitude of learning activities into core programs. This course of study should be viewed as a basic plan for learning: to acquire social studies skills and concepts, to develop a method of analyzing problems and to encourage an attitude of tolerance toward differences. Equally important in this curriculum design is the notion of individual dignity, which addresses the need for each child to feel a part of the school and community so that all children can feel comfortable enough to use their fullest opportunity for self-realization. Lessons will include exposure to memorable works of art, literature, and music throughout the year. Lessons will incorporate information mandated by local policy, and state and national legislation including prejudice reduction, Holocaust studies, Black history, and the US Constitution.

**Prerequisite(s): none**

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>x A. Technology Operations and Concepts</li> <li>B. Creativity and Innovation</li> <li>C. Communication and Collaboration</li> <li>x D. Digital Citizenship</li> <li>E. Research and Information Fluency</li> <li>F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li>B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li>x CRP2. Apply appropriate academic and technical skills.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li>x CRP6. Demonstrate creativity and innovation.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> <li>x CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> <li>x CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> <li>x CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>CRP7. Employ valid and reliable research strategies.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<p><b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p><b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p><b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<p>x A. Income and Careers          B. Money Management          C. Credit and Debt Management          D. Planning, Saving, and Investing          E. Becoming a Critical Consumer          F. Civic Financial Responsibility          G. Insuring and Protecting</p>	<p>x A. Career Awareness (K-4)          B. Career Exploration (5-8)          C. Career Preparation (9-12)</p>	<p>A. Agriculture, Food &amp; Natural Res.          B. Architecture &amp; Construction          C. Arts, A/V Technology &amp; Comm.          D. Business Management &amp; Admin.          E. Education &amp; Training          F. Finance          G. Government &amp; Public Admin.          H. Health Science          I. Hospital &amp; Tourism          J. Human Services          K. Information Technology          L. Law, Public, Safety, Corrections &amp; Security          M. Manufacturing          N. Marketing          O. Science, Technology, Engineering &amp; Math          P. Transportation, Distribution &amp; Log.</p>

## Course Materials

<p><b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p><b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
	<p><u>Me &amp; My School Community Unit:</u></p> <ul style="list-style-type: none"> <li>● <u>The Colors of Us</u></li> <li>● <u>It's Okay to be Different</u></li> </ul> <p><u>Cultural Identity Unit:</u></p> <ul style="list-style-type: none"> <li>● <u>The Family Book</u></li> <li>● <u>Who's In my Family</u></li> </ul> <p><u>Needs and Wants Unit:</u></p> <ul style="list-style-type: none"> <li>● <u>Look Where We Live!</u></li> </ul>

Needs and Wants Unit:

- The Lorax
- Follow that Map
- There's a Map on my lap
- Where Do I Live?
- Me on the Map
- Map Keys

**Unit One Title / Topic:** Me & My Classroom Community

**Unit Duration:** 2 months

## Stage 1: Desired Results

### Established Goals:

#### 2014 New Jersey Student Learning Standards for Social Studies

6.1.4.A.1: Explain how rules and laws...protect the rights of people, help to resolve conflicts and promote the common good.

6.1.4.A.3: Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels...

6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

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

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

#### New Jersey Student Learning Standards for English Language Arts

W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

R1.K.10 Actively engage in group reading activities with purpose and understanding

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed upon norms for discussions
- Continue a conversation through multiple exchanges.

SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.

### Transfer Goal:

Students will be able to independently use their learning to develop a healthy and positive outlook of themselves and others in their classroom.

*\*This unit will be expanded upon in both Grade One and Grade Two. The Grade One community based unit (My School, My Community) will focus on the school level and explore American ideals such as democracy. The Grade Two community based unit (Communities Around the World) that will primarily focus on differentiating between urban, suburban and rural communities.*

### Meaning

#### Enduring Understandings:

Students will understand that:

- Each person is a special individual with unique qualities.

#### Essential Questions:

- Who am I?
- What does it mean to be a member of a classroom community?
- Why do we need rules?

- Our classroom is a community made up of many unique individuals, and we come together to help each other learn.
- Classroom rules help us to stay safe and maintain order in our classroom so that we can learn and grow.
- Parents and teachers exercise authority to help resolve disputes and ensure that everyone is treated fairly.
- Students help everyone learn in the classroom when they treat everyone with respect.

- Why do we need leaders to make decisions?
- What is fairness?
- How can we solve problems in our classroom or family?
- How can I make my classroom a better place?

### Acquisition of Knowledge & Skills

#### Students will know:

- Citizenship begins with becoming a contributing member of the classroom community.
- Rules and routines are important to maintain order.
- Rules help keep us safe and happy.
- All people are different and should be respected and treated fairly.
- Successful community works when all members are contributing such as class jobs.
- A neighborhood is a place where people interact with one another in many ways.
- There are different kinds of communities. (family, school, neighborhood)
- Community members contribute to the needs and responsibilities of the community
- The rules of the classroom and school community.

#### Students will be able to:

- Describe themselves as a special individual with unique qualities.
- Learn that our classroom is a community made up of many unique individuals and we come together to help each other learn.
- Demonstrate an understanding of rules by following most classroom routines and develop an understanding that classroom rules help us to stay safe.
- Learn responsibility by initiating simple classroom tasks and jobs.
- Understand that parents and teachers exercise authority to be sure that children demonstrate appropriate behavior in the classroom when collaborating with others.
- Learn about appropriate times to talk vs. listen.
- Learn what it means to be a good listener and practice being good listeners.
- Learn that making good choices can help us to get along with others.
- Identify reasons for rules at home and at school.
- Identify the meaning of good choices vs. poor choices.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will draw a self-portrait adding important details and orally explain what makes them unique..  
 Students will create a classroom rule book with each page representing a different rule in the classroom.  
 Students will be assigned a classroom job and be responsible for completing the assigned task daily.

## Stage 3: Activities

- *The Ugly Duckling* (Hans Christian Anderson—many version, Caldecott Honor, 1999 has best images)— Self awareness and self-confidence.
- *I'm Like you, You're Like Me* (Gainer, 1998)—How we are all similar and different and why it is important to respect and appreciate the differences.
- *Foundations of Democracy: Orb and Effy Learn about Authority The Zookeeper Learns about Responsibility, Jessica Fish Learns about Privacy* (Center for Civic Education, 1999)
- *The Rainbow Fish* by Marcus Pfister,



**Unit Two Title / Topic:** Where in the World am I?

**Unit Duration:** 2 months

## Stage 1: Desired Results

### Established Goals:

#### 2014 New Jersey Core Curriculum Content Standards

- 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.8 Compare ways people choose to use and distribute natural resources.

#### New Jersey Student Learning Standards for English Language Arts

R1.K.10 Actively engage in group reading activities with purpose and understanding

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed upon norms for discussions
- Continue a conversation through multiple exchanges.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.

### Transfer Goal:

Students will be able to use their learning to utilize basic geographic tools such as maps and globes with the assistance of an adult.

\*This unit will be expanded upon in both Grade One and Grade Two. The Grade One map skills unit (Our Place in the World) will have students acquiring more sophisticated map skills with focus at the local level. The Grade Two map skills unit (Map Skills) will have students focusing on applying map skills beyond their local/immediate surroundings.

## Meaning

### Enduring Understandings:

*Students will understand that:*

- Space has dimensions.
- Maps and globes are geographic resources to help us identify and find places.

### Essential Questions:

- Where do I live?
- How do I find places (maps, globes, google earth)
- Why do we have maps?
- How does our environment affect our lives?

## Acquisition of Knowledge & Skills

**Students will know:**

- Everyone is part of a larger neighborhood and community.
- A map is used to locate places.
- People can help and hurt the environment.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Their complete home address
- A map is a drawing of a place
- A globe is a model of the earth

**Students will be able to:**

- Understand where they live by seeing and creating different types of maps. (create a classroom map, preview all maps)
- Identify what a map is used for by examining various maps.
- Accurately use a legend or a key to read a map.
- Visualize their place in their country by examining a map of the United States.
- Visualize their place in their state by examining a map of New Jersey.
- Visualize their place in their county by examining a map of Essex County.
- Visualize their place in their school by examining a map of their school.
- Locate different places around the world on the globe.
- Identify the difference between land and water. (color)
- Identify ways they can protect natural resources (recycle)
- Use (with assistance) digital applications to find where they are in the world by becoming familiar with Google Earth.

**Stage 2: Acceptable Evidence****Transfer Task**

Students will be shown a map and/or a globe and be able to identify which areas are water and which areas are land.

Children will create a simple classroom map. Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

**Stage 3: Activities**

<p><b><u>Bend One</u></b> <i>Learning Goal:</i> Becoming familiar with maps</p>	<p><b><u>Lesson One:</u></b> Me on the Map <b><u>Teaching Point:</u></b> Students will understand where they live by seeing and creating different types of maps. (create a classroom map, preview all maps)</p>	<p><b><u>Lesson Two:</u></b> What is a Map? <b><u>Teaching Point:</u></b> Students will learn what a map is used for by examining various maps.</p>	<p><b><u>Lesson Three:</u></b> How do you read a Map? <b><u>Teaching Point:</u></b> Students will learn how to use a legend or a key to read a map.</p>
<p><b><u>Bend Two</u></b> <i>Learning Goal:</i> Various Types of Maps</p>	<p><b><u>Lesson Five:</u></b> United States Map <b><u>Teaching Point:</u></b> Students will be able to visualize their place in their country by examining a map of the United States.</p>	<p><b><u>Lesson Six:</u></b> New Jersey Map <b><u>Teaching Point:</u></b> Students will be able to visualize their place in their state by examining a map of New Jersey.</p>	<p><b><u>Lesson Seven:</u></b> Essex County Map <b><u>Teaching Point:</u></b> Students will be able to visualize their place in their county by examining a map of Essex County.</p>
<p><b><u>Bend Three</u></b></p>	<p><b><u>Lesson Nine:</u></b> School Map</p>	<p><b><u>Lesson 10:</u></b> What is a Globe?</p>	<p><b><u>Lesson 11:</u></b> How do you use a Globe?</p>

<p><i>Learning Goal:</i> The difference between maps and globes</p>	<p><b>Teaching Point:</b> Students will be able to visualize their place in their school by examining a map of their school.</p>	<p><b>Teaching Point:</b> Students will learn what a globe is used for by examining a globe of the world.</p>	<p><b>Teaching Point:</b> Students will learn who to use a globe by locating different places around the world on the globe.</p>
	<p><b>Lesson 13:</b> Land and water <b>Teaching Point:</b> Students will learn how land and water are represented on maps and globes by studying each and labeling both accordingly.</p>	<p><b>Lesson 14:</b> Google Earth <b>Teaching Point:</b> Students will learn that their are digital applications to find where they are in the world by becoming familiar with Google Earth.</p>	<p>:</p>

<http://nationalgeographic.org/education/map-skills-elementary-students/>

**Unit Three Title / Topic:** My Cultural Identity

**Unit Duration:** 2 months

## Stage 1: Desired Results

### Established Goals:

#### 2014 New Jersey Core Curriculum Content Standards for Social Studies

- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community...challenges.
- 6.1.4.D.17: Explain the significance of symbols, monuments, and holidays...
- 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 diverse 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.

#### New Jersey Student Learning Standards for English Language Arts

- W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating and writing to narrate ...several events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 Recall information from experiences or gather information from...sources (family) to answer a question.
- SL.K.4 Describe familiar people, places, things and events.
- SL.K.5 Add drawings or other visual displays to descriptions.
- SI.K.6 Speak audibly and express thoughts, feelings and ideas clearly.

### Transfer Goal:

Students will be able to independently use their learning to foster an awareness and appreciation of themselves, families, and communities.

*\*This unit will be expanded upon in both Grade One and in Grade Two. The Grade One culture based unit (Cultural Traditions) will focus on general cultural norms and practices across the globe. The Grade Two culture based unit (Cultural Universals), which will focus on comparing and contrasting cultural universals across the world. \**

## Meaning

### Enduring Understandings:

*Students will understand that:*

- Families are small groups of people that love and care for each other.
- We are part of our families and communities.

### Essential Questions:

- What is a family? Why is it important?
- How is my family similar and different from other families?
- How are families alike and different (needs, homes, foods, clothes, games)?
- How do family members (around the world) help take care of one another?

- Our perspectives are influenced by our cultural backgrounds and our experiences.
- Some of our cultural backgrounds are similar and some are different.
- We live in an interconnected in the world.
- Our symbols, monuments and holidays reflect our cultural identity.
- It is important to understand the perspectives of individuals with different cultural backgrounds and experiences.
- We and everything around us changes over time.

- How is our classroom a diverse place?
- Why should we celebrate diversity?
- What are the holidays that we celebrate? Why do we celebrate them?
- How have I changed over time?

### Acquisition of Knowledge & Skills

#### Students will know:

- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

#### Students will be able to:

- Identify members of their immediate family.
- Create a family tree that includes all members of their immediate family.
- Compare and contrast families in their class.
- Identify members of their extended family.
- Learn about where their family came from and their cultural identity.
- Compare and contrast cultures
- Define the word ancestor

## Stage 2: Acceptable Evidence

### Transfer Task

Students draw pictures of their families and explain how the members of their family influence them.

## Stage 3: Activities

- Draw a picture of your family. Discuss why your family is important.
- Talk about other families, how they are different than your and how they are the same.
- Have students discuss holidays in their homes and bring in symbols of holidays to share with the class.

**Unit Four Title / Topic:** Needs and Wants

**Unit Duration:** 2 months

## Stage 1: Desired Results

### Established Goals:

#### 2014 New Jersey Core Curriculum Content Standards for Social Studies

- 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.C.5: Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.10: Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.

#### New Jersey Student Learning Standards for English Language Arts

- W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating and writing to narrate ...several events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.K.4 Describe familiar people, places, things and events and, with prompting and support provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.

### Transfer Goal:

Students will be able to independently use their learning to distinguish between needs and wants to be productive members of society.

## Meaning

### Enduring Understandings:

*Students will understand that:*

- We all have needs.
- There are many things that we want.
- Needs are not the same as “wants”.
- Natural resources, such as air and water, exist in nature.
- Food is grown in the soil or raised.
- When there is not enough of something, there is a “scarcity”.
- When there is a scarcity (toys, games, food, books, etc.), we find fair ways to share.
- People earn money in order to buy both necessities and luxuries.

### Essential Questions:

- What do my family and I need to survive?
- What is the difference between needs and wants?
- What are resources?
- Where does my food come from?
- How do we obtain what we need?
- What are my responsibilities for sharing limited resources?
- What needs are the most important to live?
- Are wants important?
- What types of things do your family buy?
- What do you need?

<ul style="list-style-type: none"> <li>There are many community opportunities to do volunteer work.</li> </ul>	<ul style="list-style-type: none"> <li>What can you buy with money?</li> <li>Why do people work?</li> <li>How can you save money?</li> <li>What are volunteer jobs?</li> <li>What kind of job would you like to do?</li> </ul>
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### Acquisition of Knowledge & Skills

<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>People make decisions based on their needs and wants.</li> <li>Some needs are more critical than others for survival.</li> <li>That food, clothing and shelter are necessities for life</li> <li>That there are things we would like to have but don't need in order to live</li> <li>We use money to buy things</li> <li>Money is earned by working</li> <li>People save money for different reasons</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Distinguish between needs and wants</li> <li>brainstorm different needs, such as food, shelter, clothes etc.</li> <li>illustrate and label items as "wants" or "needs"</li> <li>role play "buying" and "selling"</li> <li>Identify a penny, nickel, dime and quarter</li> <li>Recognize banking as a means to save money</li> <li>Compare/contrast paid jobs with volunteer jobs</li> <li>Describe various jobs needed by any community</li> </ul>
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## Stage 2: Acceptable Evidence

### Transfer Task

Students will be given a group of pictures and be able to independently sort them into the categories of need or want.

## Stage 3: Activities

<b><u>Bend One</u></b>	<p><b><u>Lesson One:</u></b> What is a Need?  <b><u>Teaching Point:</u></b> Students learn that a need is something that they need to live and survive.</p>	<p><b><u>Lesson Two:</u></b> What is a Want?  <b><u>Teaching Point:</u></b> Students learn that a want is something that we would like to have but don't need to live.</p>	<p><b><u>Lesson Three:</u></b> Needs and Wants Flip Book  <b><u>Teaching Point:</u></b> Students will create and read a needs and wants flip book outlining the difference between the two.</p>	<p><b><u>Lesson Four:</u></b> Needs and Wants Video  <b><u>Teaching Point:</u></b> Students will watch and discuss videos outlining needs and wants.  <a href="https://youtu.be/xhR4VtfgNWU?list=PLiaJXRzmMvk9Va9pXQQ9xQqQXWUiFgwqL">https://youtu.be/xhR4VtfgNWU?list=PLiaJXRzmMvk9Va9pXQQ9xQqQXWUiFgwqL</a></p>
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<p><b><u>Bend Two</u></b></p>	<p><b><u>Lesson Five:</u></b> I Need But I Want  <b><u>Teaching Point:</u></b> Students will create a poster showing something that they need and something that they want.</p>	<p><b><u>Lesson Six:</u></b> Needs vs. Wants  <b><u>Teaching Point:</u></b> Students will sort items into categories to show if they are needs or wants (cut and paste).</p>	<p><b><u>Lesson Seven:</u></b> Needs vs. Wants  2  <b><u>Teaching Point:</u></b> Students will sort items into categories to show if they are needs or wants (cut and paste).</p>	<p><b><u>Lesson Eight:</u></b> <u>The Lorax</u>  <b><u>Teaching Point:</u></b> Students will listen to the story <u>The Lorax</u> and discuss the importance of natural resources.</p>
<p><b><u>Bend Three</u></b></p>	<p><b><u>Lesson Nine:</u></b> Natural Resources Video  <b><u>Teaching Point:</u></b> Students will watch and discuss a video outlining natural resources.  <a href="https://youtu.be/071UxclTBw">https://youtu.be/071UxclTBw</a></p>	<p><b><u>Lesson 10:</u></b> Natural vs. Not Natural Resources  <b><u>Teaching Point:</u></b> Students will sort items into categories to show if they are natural or not natural resources.</p>	<p><b><u>Lesson 11:</u></b> Where Does Food Come From?  <b><u>Teaching Point:</u></b> Students will create a flip book sorting food into categories to show if it comes from plants or animals.</p>	<p><b><u>Lesson 12:</u></b> Scarcity  <b><u>Teaching Point:</u></b> Students will play the game “musical chairs” to demonstrate the idea of scarcity.</p>