

Social Studies Grade 1

Unit Title: Unit 1 Module A-Connecting to Our World

Overview: This unit of study focuses on relationships among living things and their importance to a community. Students will engage with the understanding of friendship and relationships between people, places and resources. Students will learn to be socially responsible, understanding school character education expectations. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.Geo.HE.1** - Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.2** - Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.HistoryUP.3** - Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- **6.1.2.CivicsCM.1** - Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2** - Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3** - Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2** - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4** - Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** - Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, or how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.MF.1.6.** - Use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Reading Foundational Skills

- **L.RF.1.1** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Social Studies Grade 1

- **L.RF.1.2** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.2.a** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.b** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.c** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.4** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Writing Foundational Skills

- **L.WF.1.1** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.1.a** - Write the upper and lowercase alphabets from memory.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
- **L.WF.1.3.c** - Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- **L.WF.1.3.d** - Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- **L.WF.1.3.h** - Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- **L.VI.1.3** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.1.3.a** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.b** - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- **L.VI.1.3.e** - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VL.1.2.a** - Choose flexibly from an array of strategies to determine the meaning of words and phrases.

NJSLS ELA Writing

- **W.NW.1.3.** - With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

Social Studies Grade 1

- **W.NW.1.3.a** - Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- **W.NW.1.3.b** - Provide dialogue and/or descriptions and details of experiences, events, or characters.
- **W.NW.1.3.c** - Use transitional words to manage the sequence of events.
- **W.NW.1.3.d** - Provide a reaction to the experiences or events.
- **W.WP.1.4** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Social Studies Grade 1

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.GCA:1	Recognize that there are relationships among living things.	Individuals from different cultures may have different points of view and experiences.
9.1.2.CR.1	Understand and take responsibility in becoming a good classroom citizen.	There are actions an individual can take to help make this world a better place.

Central Idea/Enduring Understanding:

Social Studies:

- Environmental characteristics influence the how and where people live.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Certain character traits can help individuals become productive members of their community.
- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.

Essential/Guiding Question:

Social Studies:

- How and why is it important that people from diverse cultures collaborate to find solutions to challenges?
- How do landforms, climate and weather, and availability of resources impact where and how people live?
- How is culture expressed through and influenced by the behavior of people?
- How does stereotyping and prejudice lead to conflict?
- Why do we have rules and laws in homes, schools, and communities?
- How are rules and laws made?

Social Studies Grade 1

Reading/Writing:

- Readers understand that they improve their comprehension by identifying story elements.
- Writers understand that details play a role in explaining the events in a story.
- Learners understand that living things depend on one another.

Reading/Writing:

- How do readers know what makes a good retelling?
- How do writers create interesting events?

Content:

Social Studies:

- *Stellaluna* by Janell Cannon - A baby bat is separated from her mother and lives with a mother bird and her babies.

Dragons and Giants from Frog and Toad Together by Arnold Lobel - A story of adventure and friendship.

Reading/Writing:

- *Stellaluna* by Janell Cannon - A baby bat is separated from her mother and lives with a mother bird and her babies.
- *Dragons and Giants from Frog and Toad Together* by Arnold Lobel - A story of adventure and friendship.
- Readers will retell stories, including key details.
- Writers will write a narrative story in which they recount one or more sequenced events.
- Learners will recognize that there are relationships among living things.

Skills(Objectives):

Social Studies:

- Cultures
- Collaborate
- Landforms
- Climate
- Resources
- Conflict
- Stereotypes
- Challenges/Solutions

Reading/Writing

- Retell a Story
- Word Choice
- Characters
- Categorize Words
- Compare Characters
- Sensory Details
- Story Events
- Story Endings
- Central Message
- Fiction and Nonfiction
- Write About Story Events
- Write About Characters' Relationship
- Write About Characters and Events
- Write Events in Order
- Write Details About Characters
- Write About a Character
- Write About a Setting
- Write Event Details
- Plan a Narrative
- Write a Narrative
- Revise and Edit a Narrative
- Publish a Narrative

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, communities, different perspectives, good sportsmanship, and how to collaborate with each other. Texts/activities will support the learning of animal characteristics and adaptations. Students will determine the factors that contribute to healthy relationships.

Social Studies Grade 1

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Social Studies Task:** Students will work collaboratively to find solutions to classroom conflicts. (Conflict resolution)
- **Narrative Task:** Write About Friendship - Scholars will think about the friendship between the birds and Stellaluna. Then they will illustrate and write sentences about how the characters showed their friendship when they first met and then later in the story.
- **Scholars will:**
 - illustrate two events in the order in which they occurred in the story.
 - write a sentence to tell about each event and how the birds and Stellaluna showed their friendship.

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** How are you alike and different from classmates?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Students will express how to be a good friend.
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Day 1-2: Discuss Stellaluna's habitat, how day and night is an influence, and things fruit bats do
- Day 3: Discuss similarities & differences between birds and bats, extend to similarities and differences amongst people
- Days 4-6: Discuss similarities & differences between Frog and Toad, extend to how they collaborate to solve problems

Resources:

SOCIAL STUDIES:

- *Anchor Charts*
- *Stellaluna*
- *Dragons and Giants*
- *Social Studies Weekly*
- [*Cooperative Children's Book Center*](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

Social Studies Grade 1

<p><u>Daily Lesson Components (see ReadyGen TE)</u> READING: Daily Lessons Days 1-3,7-9,11: <i>Stellaluna</i> Days 4-6,12: <i>Dragons and Giants</i> Day 10 & 13: <i>Stellaluna and Dragons and Giants</i> Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose • Engage Scholars • Read • Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence • By-the-Way Words & Benchmark Vocabulary • Reading/Language Analysis <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none"> • Set the Purpose • Teach and Model • Prepare to Write • Independent Writing Practice: • Share Writing 			
<ul style="list-style-type: none"> • Diversity, Equity, Inclusion Resources <p>Reading Texts</p> <ul style="list-style-type: none"> • <i>Stellaluna</i> • <i>Dragons and Giants</i> <p>Writing: Texts</p> <ul style="list-style-type: none"> • <i>Stellaluna</i> • <i>Dragons and Giants</i> 			
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids</p>

Social Studies Grade 1

Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	<ul style="list-style-type: none"> Games/Videos Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Unit 2 Module A-Becoming A Classroom Citizen

Overview: This unit of study focuses on behaviors and relationships among human beings and how to be a classroom citizen. Students will engage with the understanding of behaviors and relationships between people, places, and resources. Students will learn to be socially responsible, understanding school character education expectations and how to contribute to the classroom community. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.2.CivicsPI.2** - Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.4** - Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsDP.2** - Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsPR.1** - Determine what makes a good rule or law.
- **6.1.2.CivicsPR.3** - Analyze classroom rules and routines and describe how they are designed to benefit the common good
- **6.1.2.CivicsCM.3** - Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** - Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, or how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

Social Studies Grade 1

- **RL.MF.1.6.** - Use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Reading Foundational Skills

- **L.RF.1.1** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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- **L.RF.1.2.a** - Distinguish long from short vowel sounds in spoken single-syllable words.
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- **L.RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
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- **L.RF.1.3.c** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.4** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
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- **L.WF.1.3** - Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
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Social Studies Grade 1

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NJSLS Social Studies Skills Table -

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Social Studies Grade 1

Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.CT.1	Understand how to solve problems.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify solutions for problems.	Identify possible approaches and resources to execute a plan
9.1.2.CR.1	Understand how to be a classroom citizen.	There are actions an individual can take to help make this world a better place.

Central Idea/Enduring Understanding:

Social Studies:

- Citizenship begins with becoming a contributing member of the classroom community.

Essential/Guiding Question:

Social Studies:

- How does following most classroom routines show an understanding of rules?
- How do rules and laws created by community, state, and national governments protect the rights of

Social Studies Grade 1

<ul style="list-style-type: none"> Rules and laws are developed to protect people's rights and the security and welfare of society. The democratic system requires active participation of its citizens. <p>Reading/Writing:</p> <ul style="list-style-type: none"> Readers understand that key details help them determine the central message in a text. Writers understand that opinions are supported by reasons. Learners understand that citizenship begins with becoming a contributing member of a classroom community. 	<p>people, help resolve conflicts, and promote the common good?</p> <ul style="list-style-type: none"> How does 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? <p>Reading/Writing:</p> <ul style="list-style-type: none"> How do readers retell text to demonstrate understanding of the central message? How do writers support an opinion?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> <i>A Fine, Fine School</i> by Sharon Creech - A principal who is so proud of his school that he decides to keep expanding the school year until he realizes that not all learning is done at school. <i>The Recess Queen</i> by Alexis O'Neill - A student bullies classmates until a new student arrives and refuses to allow the bully to dominate her, reaching out to her in friendship. <p>Reading/Writing:</p> <ul style="list-style-type: none"> <i>A Fine, Fine School</i> by Sharon Creech - A principal who is so proud of his school that he decides to keep expanding the school year until he realizes that not all learning is done at school. <i>The Recess Queen</i> by Alexis O'Neill - A student bullies classmates until a new student arrives and refuses to allow the bully to dominate her, reaching out to her in friendship. Readers will retell stories and demonstrate understanding of the central message. Writers will write an opinion and supply reasons for it. Learners will identify ways in which children contribute to a classroom community. 	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> Rules Classroom Routines Conflict Resolution Rights and Responsibilities <p>Reading/Writing:</p> <ul style="list-style-type: none"> Story Elements Describe Characters Setting Central Message Compare Stories Write an Opinion About a Character Write a Reason to Support an Opinion Write and Support an Opinion About a Character Write an Opinion About a Story Write and Support an Opinion Write an Opinion Using Adjectives Create an Opinion Poster Plan an Opinion Revise, Edit, and Publish an Opinion

Social Studies Grade 1

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of the necessity of rules, character education, communities, different perspectives, good sportsmanship, and how to collaborate with each other. Texts/activities will support the learning of behaviors and relationships that are a key part for classroom communities. Students will identify self-care practices that support wellness.

Stage 2: Assessment Evidence

Performance Task(s): Performance-Based Assessment:

- **Social Studies Task:** Students will discuss/design anti-bullying posters
- **Opinion Task:** Write About Classroom Citizens - Scholars will think about *The Recess Queen* and *A Fine, Fine School* and how characters acted as good classroom citizens. Scholars will write their opinion about how good classroom citizens act and supply a reason for the opinion.
- **Scholars will:**
 - draw a picture that shows how a good classroom citizen acts.
 - write a sentence that states their opinion.
 - supply a reason that supports their opinion.

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** How can you be a classroom citizen?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies: Students will express how to be a classroom citizen
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Day 1-6: Discuss and give examples of how good classroom citizens act
- Day 7-12: Discuss bullying and conflict resolution
- Day 13: Discuss similarities & differences between texts, extend to how they collaborate to solve problems and exhibit classroom citizenship

Resources:

SOCIAL STUDIES

- *Anchor Charts*
- *A Fine, Fine School*
- *The Recess Queen*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)

Social Studies Grade 1

<p><u>Daily Lesson Components (see ReadyGen TE)</u> READING: Daily Lessons Days 1-6: <i>A Fine, Fine School</i> Days 7-12: <i>The Recess Queen</i> Day 13: <i>A Fine, Fine School & The Recess Queen</i> Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose • Engage Scholars • Read • Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence • By-the-Way Words & Benchmark Vocabulary <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none"> • Set the Purpose • Teach and Model • Prepare to Write • Independent Writing Practice • Share Writing 			
<ul style="list-style-type: none"> • Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> • Respect Ability: Fighting Stigmas, Advancing Opportunities • Diversity, Equity, Inclusion Resources <p>READING: Texts</p> <ul style="list-style-type: none"> • <i>A Fine, Fine School</i> • <i>The Recess Queen</i> <p>WRITING: Texts</p> <ul style="list-style-type: none"> • <i>A Fine, Fine School</i> • <i>The Recess Queen</i> 			
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the</p>

Social Studies Grade 1

<ul style="list-style-type: none"> Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance - Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: **Becoming A Classroom Citizen - Unit 2 Module B**

Overview: This unit of study focuses on behaviors and relationships among human beings and contributing to a global classroom community. Students will engage with the understanding of behaviors and relationships between people, places, and resources. Students will learn to be socially responsible, understanding school character education expectations and how to contribute to the global classroom community. Considering multiple perspectives, valuing diversity, and promoting cultural understanding are the goals.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

Social Studies Grade 1

- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.

Social Studies Grade 1

- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

NJSLS Writing

- **W.AW.1.1.** - With prompts and support, write opinion pieces on a topic or texts.
- **W.AW.1.1.A.** - Introduce an opinion.
- **W.AW.1.1.B** - Support the opinion with facts or other information and examples related to the topic.
- **W.AW.1.1.C** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.

Social Studies Grade 1

- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6** - With guidance and support from adults, gather and select information from multiple sources to answer a question about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.A** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.B** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Social Studies Grade 1

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.GCA:1	Recognize and embrace differences among individuals.	Individuals from different cultures may have different points of view and experiences.
9.4.2.IML.3	Use multiple resources to learn about diversity.	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.

Central Idea/Enduring Understanding:

Social Studies:

- Citizenship begins with becoming a contributing member of the classroom community.
- Rules and laws are developed to protect people's rights and the security and welfare of society.
- Individuals and families have unique characteristics.
- There are many different cultures within the classroom and community.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

Essential/Guiding Question:

Social Studies:

- How does following most classroom routines show an understanding of rules?
- How do rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good?
- What are the characteristics of oneself, one's family, and others?
- What are family roles and traditions?
- How do we learn about and respect other cultures?
- How have the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, contributed to cultural diffusion and economic interdependence?

Social Studies Grade 1

<ul style="list-style-type: none"> • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that illustrations and details in a text help them identify the main idea or central message. • Writers understand that experiences can be compared and contrasted. • Learners understand that we are all connected to people beyond our own communities. 	<ul style="list-style-type: none"> • How are experiences and events interpreted differently by people with different cultural or individual perspectives? • Why is it important to understand the perspectives of other cultures in an interconnected world? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers use illustrations and details in literary and informational texts? • How do writers use what they read to share information about a topic?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Far From Home</i> by Sue Pickford - A young boy's school experience changes when he moves to China and goes to school there. • <i>Going to School</i> by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin - A comparison of what school is like in other countries around the world. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Far From Home</i> by Sue Pickford - A young boy's school experience changes when he moves to China and goes to school there. • <i>Going to School</i> by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin - A comparison of what school is like in other countries around the world. • Readers will use key details and illustrations in texts to demonstrate knowledge of main ideas and central messages. • Writers will create an explanatory text that compares and contrasts experiences. • Learners will understand that children contribute to a global classroom community. 	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Classroom Routines • Rules and Laws • Rights and Responsibilities • Conflict Resolution • Map Skills • Traditions • Cultural Differences <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Retell • Illustrations • Story Events • Central Message • Text Features • Locate Key Details • Photographs and Illustrations • Compare and Contrast • Describe Connections • Main Topic/Central Message • Write a Fact • Write to Name the Main Topic • Write a Detail About a Text • Write a Caption for an Illustration • Write a Fact about a Topic • Plan Informative Text Using a Concept Web • Write Informative Text • Revise Informative Text • Edit and Publish Informative Text

Social Studies Grade 1

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of global diversity. Students will understand that children contribute to a global classroom community and embrace diversity. Student will be able to explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Social Studies Task:** Students will compare and contrast various classroom communities around the world.
- **Informative/Explanatory Task:** Write About Global Students - Scholars will think about what they have learned about students from around the world. They will choose one student from *Far from Home* or *Going to School*. Scholars will compare and contrast their own school experiences with this student's school experiences.
- **Scholars will:**
 - choose one student that they read about.
 - draw a picture that shows how school is the same or different for them and the student they chose.
 - write a statement that tells one similarity between the two school experiences.
 - write a statement that tells one difference between the two school experiences.

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** How are you alike and different from other students from schools around the world?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Students will compare/contrast their classroom community to global classroom communities
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections:

- Day 1-5: Discuss similarities and differences between Bryan's school routines and your school routines.
- Day 6-10: Discuss similarities and differences among various schools around the globe.

Resources:

SOCIAL STUDIES

- *Anchor Charts*
- *Far From Home*
- *Going to School*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

Social Studies Grade 1

<ul style="list-style-type: none">Day 11-12: Discuss similarities & differences between texts, extend to how they relate to your own experiences. <p>Daily Lesson Components (see ReadyGen TE) READING: Daily Lessons Days 1-5: <i>Far From Home</i> Days 6-10: <i>Going to School</i> Day 11-12: <i>Far From Home & Going to School</i> Build Understanding:</p> <ul style="list-style-type: none">Set the PurposeEngage ScholarsReadTurn and Talk <p>Close Read:</p> <ul style="list-style-type: none">Cite Text EvidenceBy-the-Way Words & Benchmark Vocabulary <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none">Set the PurposeTeach and ModelPrepare to WriteIndependent Writing PracticeShare Writing	<ul style="list-style-type: none">The New Jersey Amistad Commission Interactive CurriculumNJ Commission on Holocaust EducationLearning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none">Respect Ability: Fighting Stigmas, Advancing OpportunitiesDiversity, Equity, Inclusion Resources <p>READING: Texts</p> <ul style="list-style-type: none"><i>Far From Home</i><i>Going to School</i> <p>WRITING: Texts</p> <ul style="list-style-type: none"><i>Far From Home</i><i>Going to School</i>		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p>	<p>On Grade Level Students</p>	<p>Struggling Students</p>	<p>Special Needs/ELL</p>
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">Guided Reading	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">Guided Reading	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">Guided ReadingConference on Independent Reading	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

Social Studies Grade 1

<ul style="list-style-type: none"> Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Unit 3 Module A - Making Choices

Overview: This unit of study focuses on the understanding that people make choices about spending money. Students will understand the value of money and the difference between needs and wants. Identify the factors that influence people to spend or save.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- 6.1.2.GeoPP.1** - Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.SV.4** - Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- 6.1.2.EconET.4** - Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconET.5** - Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.EconEM.2** - Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3** - Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

Social Studies Grade 1

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.

Social Studies Grade 1

- D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3.** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because)
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

NJSLS Writing

- **W.NW.1.3.** - With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.NW.1.3.A** - Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- **W.NW.1.3.B** - Provide dialogue and/or description and details of experiences, events, or characters.
- **W.NM.1.3.C** - Use transitional words to manage sequence of events.
- **W.NW.1.3.D** - Provide a reaction to the experiences of events.

Social Studies Grade 1

- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.SE.1.6.** - With prompting and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.A.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Social Studies Grade 1

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.FP.1	Understand there are choices and decisions in regards to money.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money
9.1.2.PB.2	Know the importance of saving.	Saving money is a habit that can be developed.

Central Idea/Enduring Understanding:

Social Studies:

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- People make decisions based on their needs, wants, and the availability of resources.
- Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.

Essential/Guiding Question:

Social Studies:

- How have the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, contributed to cultural diffusion and economic interdependence?
- How have landforms, climate and weather, and the availability of resources impacted where and how people live and work in different regions of New Jersey and the United States?
- How do wants, needs, and the availability of resources affect an individual's decision?
- How is the availability of private and public goods and services influenced by the global market and government?
- How are the production, distribution, and consumption of goods and services interrelated?
- What is the role of money, savings, debt, and investment in individuals' lives?

Social Studies Grade 1

<p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that they can learn lessons through characters and events in stories. • Writers understand that stories need appropriately sequenced events. • Learners understand that people choose to use their resources to get what they want and need. 	<ul style="list-style-type: none"> • Why is it important to set long-term goals when making financial decisions? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How do readers recognize the sequence of events in a story? • How can writers use certain words to signal the sequence of events?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>The Winners' Choice</i> by Ana Galan - A story about a soccer team that must examine choices to decide how to spend prize money from the soccer tournament they won. • <i>Hunter's Money Jar</i> by Charlotte Guillain - A story about a boy who is saving money to buy a skateboard. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>The Winners' Choice</i> by Ana Galan - A story about a soccer team that must examine choices to decide how to spend prize money from the soccer tournament they won. • <i>Hunter's Money Jar</i> by Charlotte Guillain - A story about a boy who is saving money to buy a skateboard. • Readers will retell stories in appropriate sequence and demonstrate understanding of the stories' lessons. • Writers will write a narrative of events using words to signal their sequence. • Learners will understand that people make choices about spending money. 	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Wants and Needs • Goods and Services • Supply and Demand • Savings, Debt, and Investment • Goals <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Retell Story Events • Use Illustrations and Details to Tell About Events • Use Details to Tell About Characters • Use Illustrations and Details to Tell About Setting • Understand a Story's Central Message • Ask and Answer Questions About Key Details • Compare and Contrast Stories • Write Story Events • Put Story Events in Order • Add Time and Sequence Words • Revise Sentences • Write a Story Ending • Write Story Events in Order • Plan a Story • Revise a Story • Edit a Story • Create a Final Book
<p><u>Interdisciplinary Connections:</u></p> <p>The texts/activities in this unit will support the learning and understanding of financial planning and budgeting. Recognize the implications of an interconnected global economy. Explain what a decision is and why it is advantageous to think before acting.</p>	

Social Studies Grade 1

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Social Studies Task:** Students will use resources to learn about money.
- **Narrative Task:** Write About Choices - The selections in this unit are about choices and making decisions. Scholars will write a short story about a choice they made to save or spend money.
- **Scholars will:**
 - write a short story with a beginning, middle, and end.
 - recount two or more appropriately sequenced events.
 - use temporal words to signal the sequence of events.

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** How can you save and spend money?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Discuss/Create a plan to explain making choices about spending/saving money
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Day 1-6: Discuss how and why economic decisions can affect individuals and the community.
- Day 7-11: Identify and explain the factors that influence people to spend or save.
- Day 12-13: Discuss similarities & differences between texts, extend to how they relate to your own financial decisions.

Resources:

Social Studies Resources:

- *Anchor Charts*
- *The Winners' Choice*
- *Hunter's Money Jar*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

Social Studies Grade 1

<p>Daily Lesson Components (see ReadyGen TE)</p> <p>READING: Daily Lessons</p> <p>Days 1-6: <i>The Winners’ Choice</i></p> <p>Days 7-11: <i>Hunter’s Money Jar</i></p> <p>Day 12-13: <i>The Winners’ Choice</i> <i>Hunter’s Money Jar</i></p> <p>Build Understanding:</p> <ul style="list-style-type: none">• Set the Purpose• Engage Scholars• Read• Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none">• Cite Text Evidence• By-the-Way Words & Benchmark Vocabulary <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice• Share Writing		<ul style="list-style-type: none">• Diversity, Equity, Inclusion Resources <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none">• <i>The Winners’ Choice</i>• <i>Hunter’s Money Jar</i> <p>WRITING: Texts</p> <ul style="list-style-type: none">• <i>The Winners’ Choice</i>• <i>Hunter’s Money Jar</i>	
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p>	<p>On Grade Level Students</p>	<p>Struggling Students</p>	<p>Special Needs/ELL</p>
<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions</p>

Social Studies Grade 1

<p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance - Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Unit 3 Module B - Making Choices

Overview: This unit of study focuses on the supply and demand and the impact of output of products. Students will understand producers versus consumers and the difference between goods and services. Identify similarities and differences between local businesses and global businesses. Talk about products and explain why some foods are healthier to eat than others.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.Geo.GI.1** - Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2** - Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.EconET.1** - Explain the difference between needs and wants.
- **6.1.2.EconET.2** - Cite examples of choices people make when resources are scarce.
- **6.1.2.EconET.3** - Describe how supply and demand influence price and output of products.
- **6.1.2.EconNE.2** - Describe examples of goods and services that governments provide.
- **6.1.2.EconEM.1** - Describe the skills and knowledge required to produce specific goods and services.
- **6.3.2.GeoGI.1** - Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

NJSLS Reading

- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

Social Studies Grade 1

- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas
- **RI.AA.1.7.** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RI.CT.1.8.** - Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Social Studies Grade 1

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Social Studies Grade 1

NJSLS Writing

- **W.NW.1.3.** - With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.NW.1.3.A** - Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- **W.NW.1.3.B** - Provide dialogue and/or description and details of experiences, events, or characters.
- **W.NM.1.3.C** - Use transitional words to manage sequence of events.
- **W.NW.1.3.D** - Provide a reaction to the experiences of events.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.SE.1.6.** - With prompting and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.A.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

Social Studies Grade 1

Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
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- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.	There are actions an individual can take to help make this world a better place.

Central Idea/Enduring Understanding:

Social Studies:

- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.

Essential/Guiding Question:

Social Studies:

- What is the difference between a want and a need?
- Why do incentives vary between and among producers and consumers?

Social Studies Grade 1

<ul style="list-style-type: none"> • Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. • The consumption of goods is related to the use of plastic bags. Plastics are a world problem <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Readers understand that the details in a text support the author's main points. • Writers understand that an opinion has to be supported with one or more reasons. • Learners understand that people make decisions about how to spend what they earn 	<ul style="list-style-type: none"> • How does supply and demand influence price and output of products? • What is the role and relationship among households, businesses, laborers, and governments within the economic system? • How are the availability of private and public goods and services influenced by the global market and government? • How are the production, distribution, and consumption of goods and services interrelated and affected by the global market and events in the world community? <p>Reading/Writing:</p> <ul style="list-style-type: none"> • How can readers use the details in a text to identify the reasons that support an author's points? • How can writers use information to support an opinion?
<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Goods and Services</i> by Janeen R. Adil - Defines terms related to the economy and shows the relationship between producer and consumer. • <i>Supermarket</i> by Kathleen Krull - The text addresses how supermarkets came to be, how they are organized, how they are run, and how important they are to everyday life. Discuss the changes of how supermarkets don't use plastic bags. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Goods and Services</i> by Janeen R. Adil - Defines terms related to the economy and shows the relationship between producer and consumer. • <i>Supermarket</i> by Kathleen Krull - The text addresses how supermarkets came to be, how they are organized, how they are run, and how important they are to everyday life. • Readers will state and explain the reasons an author gives to support points in a text. • Writers will state and support an opinion and provide a conclusion. 	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Wants and Needs • Producers and Consumers • Supply and Demand • Public and Private • Goods and Services • Production, Distribution and Consumption of Goods and Services and how it impacts different regions around the world. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Identify Main Topic and Key Details • Know and Use Text Features • Identify Reasons to Support Points in a Text • Compare Ideas Between Texts • Compare and Contrast Information • Make Connections Between Two Ideas • Identify Reasons That Support an Author's Point • Use Information in Texts and Pictures • Write an Opinion • Write a Supporting Opinion • Write an Opinion and a Supporting Reason • Write Opinion Words • Use Facts to Support an Opinion

Social Studies Grade 1

- Learners will understand that people make decisions by considering choices.

- Write a Concluding Statement
- Sort Words into Categories
- Choose a Topic for an Opinion
- Write an Opinion and List Reasons
- Write a Supporting Reason
- Write a Conclusion to an Opinion
- Clarify Meanings of Words and Phrases
- Add Details to Support an Opinion
- Publish an Opinion Blog Post

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of economic ways of thinking. Recognize the implication of financial institutions and decisions as a producer and/or consumer. Determine the importance of goods and services. Explain why some foods are healthier to eat than others.

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Social Studies Task:** Students will sort and classify purchases into groups: goods versus services.
- **Social Studies Task:** Students will compose as a group an article about the ban on plastic bags to share with the school community.
- **Opinion Task:** Write About Making Choices - In this module, scholars read about goods and services and how people make choices about which goods and services they purchase. As a class, Scholars will compose a list of goods (e.g., paper products) and services (e.g., butcher, baker) they find at their local grocery store. Then each scholar will choose a good or service from the list that he or she feels is especially important and write his or her opinion about it. Scholars will support their opinion with a reason.
- **Scholars will:**
 - write a sentence that states their opinion about a good or service that is important to their family
 - supply a reason that supports their opinion.
 - write a concluding statement that restates their opinion.

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** What kind of services do you see in your

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Discuss/Create a plan to explain differences between needs and wants, goods and services.
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Social Studies Grade 1

community? What good do you feel is most important and why?

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Day 1-3: Using *Goods and Services* recognize and identify various goods and services. Distinguish between consumers and producers.
- Day 4- Understand and explore the different components that make up a supermarket. Know what goods/services are available in a supermarket. Identify the reason why plastic bags have been banned from supermarkets.
- Day 8- Recognize the differences between earning, spending, and saving.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-3: *Goods and Services*

Days 4: *Supermarket*

Day 5-6: *Goods and Services & Supermarket*

Day 7-8: *Goods and Services*

Day 9-10: *Supermarket*

Day 11-12: *Goods and Services & Supermarket*

Build Understanding:

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary

WRITING: Opinion Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice
- Share Writing

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Goods and Services*
- *Supermarket*
- *Social Studies Weekly*
- [*Cooperative Children's Book Center*](#)

Additional Social Studies Resources:

- [*The New Jersey Amistad Commission Interactive Curriculum*](#)
- [*NJ Commission on Holocaust Education*](#)
- [*Learning for Justice*](#)

Disabilities Law Resources:

- [*Respect Ability: Fighting Stigmas, Advancing Opportunities*](#)
- [*Diversity, Equity, Inclusion Resources*](#)

**Be sure to only include applicable resources.*

READING: Texts

- *Goods and Services*
- *Supermarket*

WRITING: Texts

- *Goods and Services*
- *Supermarket*

Social Studies Grade 1

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit Title: Unit 4 Module A - Planting for the Future

Overview: This unit of study focuses on how physical and human characteristics affect where people live (settle). Students will understand and explore how plants grow and the human need of these plants. Students will learn about family connections and traditions that carry on from generations.

Social Studies Grade 1

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.Geo.HE.1** - Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.2** - Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.HE.3** - Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.Geo.HE.4** - Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.HistoryCC.1** - Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistorySE.1** - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.HistoryUP.2** - Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.GeoPP.1** - Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.3.2.GeoG1.2** - Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Social Studies Grade 1

- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.E** - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
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Social Studies Grade 1

- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
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NJSLS Writing

- **W.IW.1.2.** - With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.1.2.A** - Introduce a topic.
- **W.IW.1.2.B** - Develop the topic with facts or other information and examples related to the topic.
- **W.IW.1.2.C** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With prompting and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

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Social Studies Grade 1

- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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Social Studies Grade 1

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
<u>Central Idea/Enduring Understanding:</u> Social Studies: <ul style="list-style-type: none"> Places are jointly characterized by their physical and human properties. The physical environment can both accommodate and be endangered by human activities. Regions form and change (rural, urban, suburban) as a result of unique physical/ecological conditions, economies, and cultures. Personal, family, and community history is a source of information for individuals about the people and places around them. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. 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. Reading/Writing: <ul style="list-style-type: none"> Readers understand who is telling a story and how that shapes the story. Writers understand that narratives contain characters and sequenced events. Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation. 		<u>Essential/Guiding Question:</u> Social Studies: <ul style="list-style-type: none"> How do landforms, climate and weather, and the availability of resources impact where and how people live and work in different regions of New Jersey and the United States? How has human interaction impacted the environment in New Jersey & the United States? How do regions form and change as a result of culture, economics, and the physical environment? How have communities changed over time? How does the behavior of people influence culture? How does an individual's beliefs, values, and traditions reflect more than one culture? Reading/Writing: <ul style="list-style-type: none"> How do readers identify who is telling a story? How can writers create a narrative with sequenced events and a conclusion?

Social Studies Grade 1

<p><u>Content:</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>Arbor Day Square</i> by Kathryn O. Galbraith - A story about a girl, growing up in a prairie community that changes and grows through the years. • <i>The Family Tree</i> by David McPhail - A story of a settler who built his house in the forest, leaving one tall tree standing in the yard. The tree is a symbol of both the family's and the land's history and future. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>Arbor Day Square</i> by Kathryn O. Galbraith - A story about a girl, growing up in a prairie community that changes and grows through the years. • <i>The Family Tree</i> by David McPhail - A story of a settler who built his house in the forest, leaving one tall tree standing in the yard. The tree is a symbol of both the family's and the land's history and future. • Readers will identify who is telling a story. • Writers will compose a narrative with details, a sequence of events, and a conclusion. • Learners will understand how traditions and lessons are passed on from generation to generation. 	<p><u>Skills(Objectives):</u></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Landforms • Climate and Weather • Resources • Changing Communities-Changing Environments • Culture • Beliefs, Values, and Traditions <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Retell • Setting • Use Illustrations • Ask and Answer Questions • Central Message • Compare and Contrast • Describe a Character • Describe a Setting • Plan a Narrative • Write a Narrative • Add Details to Revise a Narrative • Add Sequence Words to Revise a Narrative • Edit and Publish a Narrative • Write New Events in Order • Revise a Narrative by Focusing on a Topic • Revise a Narrative by Adding Details • Revise a Narrative Using Suggestions from Peers • Add an Ending to a Story • Publish and Present a Narrative
<p><u>Interdisciplinary Connections:</u></p> <p>The texts/activities in this unit will support the learning and understanding of the benefits for oneself and others of participating in community or service activities. Make observations to construct an evidence-based account that young plants are like, but not exactly like, their parents.</p>	
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> • Social Studies Task: Students will reflect and discuss their own traditions and lessons that have been passed down from generation to generation. • Social Studies Task: Students will think about the different environments of rural, urban, and suburban. Describe, draw, label 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading

Social Studies Grade 1

<p>the differences of communities and explain why it's a good place to live.</p> <ul style="list-style-type: none"> ● Narrative Task: Write About a Family - Scholars will recall the importance of families in the stories that they read. Scholars will write a narrative that tells a story about a family. ● Scholars will: <ul style="list-style-type: none"> ○ write a narrative in which two or more events are properly sequenced using temporal words. ○ include some descriptive details about the events. ○ provide some sense of closure to the story. <p>Student Self-Assessment(s):</p> <ul style="list-style-type: none"> ● Social Studies - Turn and Talk: What kind of traditions do you have with your family? What kind of communities have you lived in? 	<ul style="list-style-type: none"> ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Social Studies - Discuss/Create a plan to write about a family tradition in your family. ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>SOCIAL STUDIES: Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Day 1-7: Using <i>Arbor Day Square</i>, recognize and identify family traditions and how to contribute to a community. ● Day 8-11: Learners will recognize that life is a process of growth and change. Understand how and why things change over time, especially in communities. <p><u>Daily Lesson Components (see ReadyGen TE)</u></p> <p>READING: Daily Lessons</p> <p>Days 1-7: <i>Arbor Day Square</i></p> <p>Days 8-11: <i>The Family Tree</i></p> <p>Day 12-13: <i>Arbor Day Square & The Family Tree</i></p> <p>Build Understanding:</p>	<p><u>Resources:</u></p> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> ● <i>Anchor charts</i> ● <i>Arbor Day Square</i> ● <i>The Family Tree</i> ● <i>Social Studies Weekly</i> ● <i>Cooperative Children's Book Center</i> <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● Diversity, Equity, Inclusion Resources <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none"> ● <i>Arbor Day Square</i> ● <i>The Family Tree</i>
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Social Studies Grade 1

<ul style="list-style-type: none">• Set the Purpose• Engage Scholars• Read• Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none">• Cite Text Evidence• By-the-Way Words & Benchmark Vocabulary <p>WRITING: Narrative Writing</p> <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice• Share Writing	<p>WRITING: Texts</p> <ul style="list-style-type: none">• <i>Arbor Day Square</i>• <i>The Family Tree</i>		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p>	<p>On Grade Level Students</p>	<p>Struggling Students</p>	<p>Special Needs/ELL</p>
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Social Studies Grade 1

		Based Assessment Lesson	
		Scaffolded Instruction - Strategic Support If...then...Quick Check	
		ReadyUp! Intervention	

Unit Title: Unit 6 Module A - Celebrating Diversity

Overview: This unit of study focuses on the understanding that the United States is a special country because of the diversity of its people. Students will learn that many families come from different countries and have different cultures. Students will be able to compare and contrast how cultures are alike and different.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.Civics.DP.1** - Explain how national symbols reflect on American values and principles.
- **6.1.2.Civics.DP.3** - Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.Geo.SV.3** - Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.History.CC.3** - Make inferences about how past events, individuals, and innovations affect our current lives.
- **6.1.2.Geo.SV.4** - Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

Social Studies Grade 1

- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D.** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.E** - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.

Social Studies Grade 1

- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

NJSLS Writing

- **W.AW.1.1** - With prompts and support, write opinion pieces on a topic or texts.
- **W.AW.1.1.A** - Introduce an opinion.
- **W.AW.1.1.B** - Support the opinion with facts or other information and examples related to the topic.
- **W.AW.1.1.C** - Provide a conclusion.
- **W.WP.1.4** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

Social Studies Grade 1

- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With guidance and support from adults, gather and select information from multiple sources to answer a question about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.A.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Social Studies Grade 1

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	Individuals from different cultures may have different points of view and experiences.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Brainstorming can create new, innovative ideas.

Central Idea/Enduring Understanding:

Social Studies:

- The world is comprised of nations that are similar to and different from the United States.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Reading/Writing:

- Readers understand that both literary and informational texts can convey lessons about life.
- Writers understand that opinions are supported by one or more reasons.

Essential/Guiding Question:

Social Studies:

- How is the world divided into many nations that have their own governments, languages, customs, and laws?
- How has the influence of Native American groups manifested in different regions of New Jersey?
- How do historical symbols, monuments, and holidays affect the American identity?

Reading/Writing:

- How can readers use illustrations and key details to understand texts?
- How can writers use what they read to develop and support an opinion?

Social Studies Grade 1

<ul style="list-style-type: none"> Learners understand that the United States is a special country because of the diversity of its people 	
<p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> <i>One Classroom, Many Cultures</i> by Elizabeth Massie - An informational text that focuses on cultural diversity by exploring the cultures, customs, and traditions of the families of six students in a single classroom. <i>A Picnic in October</i> by Eve Bunting - A story of a young boy who visits the Statue of Liberty with his family every year on her "birthday". <p>Reading/Writing:</p> <ul style="list-style-type: none"> <i>One Classroom, Many Cultures</i> by Elizabeth Massie - An informational text that focuses on cultural diversity by exploring the cultures, customs, and traditions of the families of six students in a single classroom. <i>A Picnic in October</i> by Eve Bunting - A story of a young boy who visits the Statue of Liberty with his family every year on her "birthday". Readers will examine literary and informational texts to determine life lessons. Writers will formulate an opinion and support it with both reasons and text evidence. Learners will understand the rich diversity in the United States. 	<p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none"> Customs Traditions Cultures Monuments <p>Reading/Writing:</p> <ul style="list-style-type: none"> Describe Connections Key Ideas Author's Point Retell a Story Describe Characters and Events Retell Details Central Message Compare Characters Main Topic Write an Opinion About a Topic Write a Supporting Reason Use Words and Phrases Write a Concluding Statement Real-Life Connections State an Opinion About a Topic Write Reasons that Support a Topic Plan a Book Review Word Choice Write a Book Review Write Reasons to Support Opinions in a Book Review Add an Ending to a Book Review Review and Revise a Book Review Use Suggestions from a Peer Review Check Writing for Errors Publish a Book Review
<p>Interdisciplinary Connections:</p> <p>The texts/activities in this unit will support the learning and understanding of comparing and contrasting different kinds of families and cultures locally and globally. Students will recognize and explore cultural diversities amongst the classroom and community.</p>	

Social Studies Grade 1

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Social Studies Task:** Students compare and contrast 2 different cultures
- **Opinion Task:** Write a Book Review - Scholars will write a review that states their opinion of one of the texts they have read. They will include information from the text that helped them form their opinion.
- **Scholars will:**
 - introduce the topic by naming the book.
 - write a sentence that states their opinion of the book.
 - give reason for their opinion and support those reasons with information and details from the book.
 - provide a sense of closure.

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** Which celebrations are important in your culture?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Discuss/Create a plan to compare and contrast various cultures
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Day 1-5: Using *One Classroom, Many Cultures* recognize and identify various cultures, celebrations, and traditions.
- Day 6-11: Learners will recognize the landmark (Statue of Liberty) and understand its meaning as a symbol of freedom for immigrants coming to America.

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *One Classroom, Many Cultures*
- *A Picnic in October*
- *Social Studies Weekly*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

Social Studies Grade 1

<p><u>Daily Lesson Components (see ReadyGen TE)</u></p> <p>READING: Daily Lessons</p> <p>Days 1-5: <i>One Classroom, Many Cultures</i></p> <p>Days 6-11: <i>A Picnic in October</i></p> <p>Day 12-13: <i>One Classroom, Many Cultures</i> <i>A Picnic in October</i></p> <p>Build Understanding:</p> <ul style="list-style-type: none">• Set the Purpose• Engage Scholars• Read• Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none">• Cite Text Evidence• By-the-Way Words & Benchmark Vocabulary <p>WRITING: Opinion Writing</p> <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice• Share Writing		<ul style="list-style-type: none">• Diversity, Equity, Inclusion Resources <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none">• <i>One Classroom, Many Cultures</i>• <i>A Picnic in October</i> <p>WRITING: Texts</p> <ul style="list-style-type: none">• <i>One Classroom, Many Cultures</i>• <i>A Picnic in October</i>	
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p>	<p>On Grade Level Students</p>	<p>Struggling Students</p>	<p>Special Needs/ELL</p>
<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	<p>Reader’s & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p>

Social Studies Grade 1

<p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit Title: Unit 6 Module B - Celebrating Diversity

Overview: This unit of study focuses on the rich diversity of the United States and how it fosters understanding between cultures. Identify and understand how some landmarks may have changed over time. Recognize American symbols and their meanings.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.CivicsCM.1** - Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2** - Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsDP.1** - Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.3** - Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.HistoryCC.2** - Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistorySE.3** - Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- **6.1.2.Geo.SV.3** - Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.HistoryCC.1** - Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.3.2.CivicsPD.1** - With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Social Studies Grade 1

NJSLS Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a **literary** text.
- **RL.CI.1.2.** - Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** -With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas

NJSLS Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (**including those listed in RF.K.1**); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.2.A.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.B.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.C.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.D.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.A.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.B.** - Decode regularly spelled one-syllable words.
- **L.RF.1.3.C.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.D** - Distinguish long and short vowels when reading regularly spelled one-syllable words
- **L.RF.1.3.E** - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
- **L.RF.1.3.F** - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old)
- **L.RF.1.3.G** - Recognize the parts of high-frequency words that are regular and the parts that are irregular

Social Studies Grade 1

- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.1.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Foundational Skills: Writing Language

- **L.WF.1.1.** - Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** - Demonstrate command of the conventions of encoding the spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubles letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because
- **L.VL.1.2.** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.VI.1.3.** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Social Studies Grade 1

- E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

NJSLS Writing

- **W.AW.1.1.** - With prompts and support, write opinion pieces on a topic or texts.
- **W.AW.1.1.A.** - Introduce an opinion.
- **W.AW.1.1.B** - Support the opinion with facts or other information and examples related to the topic.
- **W.AW.1.1.C** - Provide a conclusion.
- **W.WP.1.4.** - With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.1.4.A** - With prompts and support, identify audience and purpose before writing.
- **W.WP.1.4.B** - With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5** - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** - With guidance and support from adults, gather and select information from multiple sources to answer a question about a topic.
- **W.RW.1.7** - Engage in discussion, drawing, and writing in brief but regular writing tasks.

NJSLS Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1.A.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.B.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.C** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial	-Determine locations of places and interpret information available on maps and globes

Social Studies Grade 1

Thinking	-Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)	Individuals from different cultures may have different points of view and experiences.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Social Studies Grade 1

Central Idea/Enduring Understanding:

Social Studies:

- Immigrants can become and obtain the rights of American citizens.
- The world is composed of nations that are similar to and different from the United States.
- In an interconnected world, it is important to consider our own military community and cultural perspectives before proposing solutions to local, state, national, and global challenges.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Reading/Writing:

- Readers understand that illustrations and details in texts help them better comprehend what they read.
- Writers understand that valid opinions are supported by reasons.
- Learners appreciate how its diverse culture helps contribute to the unique character of the United States.

Essential/Guiding Question:

Social Studies:

- How do immigrants become United States citizens?
- How is the world divided into many nations that have their own governments, languages, customs, and laws?
- Why is it important for people from diverse cultures to collaborate to find solutions to challenges?
- Why do people immigrate into New Jersey and America?
- What challenges do immigrants encounter?
- How has immigration impacted the growth of America?
- How do historical symbols, monuments, and holidays affect the American identity?
- What challenges do military children encounter?

Reading/Writing:

- How can readers use illustrations and key details to understand texts?
- How do writers use what they read to develop and support an opinion?

Content:

Social Studies:

- *Whose Is This?* by Narinder Dhami - A story about two girls who are introduced to different cultures at the town culture fair when they are looking for the owners of different objects in the lost and found box.
- *L is for Liberty* by Wendy Cheyette Lewison - An informational text that tells basic facts about the Statue of Liberty, explains the history and symbolism of the statue, and defines liberty.

Reading/Writing:

- *Whose Is This?* by Narinder Dhami - A story about two girls who are introduced to different cultures at the town culture fair when they are looking for the owners of different objects in the lost and found box.

Skills(Objectives):

Social Studies:

- Citizens
- Cultural Diversity
- Customs
- Immigrants and Immigration
- Historical Symbols, Monuments, and Holidays

Reading/Writing:

- Setting
- Retell
- Ask and Answer Questions
- Characters
- Connect Ideas

Social Studies Grade 1

<ul style="list-style-type: none"> ● <i>L is for Liberty</i> by Wendy Cheyette Lewison - An informational text that tells basic facts about the Statue of Liberty, explains the history and symbolism of the statue, and defines liberty. ● Readers will identify and retell key details using the text and illustrations. ● Writers will formulate an opinion and support it with one or more reasons and text evidence. ● Learners will understand the rich diversity of the United States and celebrate how it fosters understanding between cultures. 	<ul style="list-style-type: none"> ● Main Topic and Key Details ● Write an Opinion About a Topic ● Write Reasons to Support an Opinion ● Make Connections ● Plan an Opinion Piece ● Gather Information for an Opinion Piece ● Name a Topic and State an Opinion ● Write Supporting Reasons for an Opinion Piece ● Word Choice ● Write an Ending for an Opinion Piece ● Revise an Opinion Piece ● Edit and Publish an Opinion Piece ● Ask and Answer Questions ● Stories and Informational Texts
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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of diverse cultures contributing to the unique dynamics of the United States. Recognize American symbols and meanings. Learn that the Statue of Liberty has stood proudly in New York Harbor, welcoming people from near and far.

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Social Studies task:** Students will work collaboratively to list facts about America.
- **Social Studies task:** Students will collaboratively to list recommendations for how to welcome military students to our community.
- **Opinion Task:** Write an Opinion Piece - Scholars will think about the lost items they read about in *Whose is This?* and decide which one they think was most interesting and why. They will write their opinion and include information from the text that helped them form their opinion.
- **Scholars will:**
 - introduce the topic by stating what they are writing about.
 - write a sentence that states their opinion.
 - give reasons for their opinion and support those reasons with information from the text.
 - provide a sense of closure.

Student Self-Assessment(s):

- **Social Studies - Turn and Talk:** What are some American symbols?

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Social Studies - Explain why there are so many different people and cultures in America.
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Social Studies Grade 1

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary

Connections

- Day 1-7: Using *Whose is This?* Identify and describe cultural differences (music, clothing, play activities)
- Day 8-10: Learners will identify the symbol (Statue of Liberty) and talk about the connection between the symbol and the idea it stands for.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-7: *Whose is This?*

Days 8-10: *L is for Liberty*

Day 11-12: *Whose is This? and L is for Liberty*

Build Understanding:

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary

WRITING: Opinion Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice
- Share Writing

Resources:

SOCIAL STUDIES

- *Anchor charts*
- *Whose is This?*
- *L is for Liberty*
- *Social Studies Weekly*
- [*Cooperative Children's Book Center*](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [Diversity, Equity, Inclusion Resources](#)

**Be sure to only include applicable resources.*

READING: Texts

- *Whose is This?*
- *L is for Liberty*

WRITING: Texts

- *Whose is This?*
- *L is for Liberty*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Social Studies Grade 1

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Unit Title: Civics, Government, History, Geography and Economics Marking Period 4

Overview: This unit of study promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Stage 1: Desired Results

Standards & Indicators:

- 6.1.2.CivicsPI.1** - Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.3** - Explain how individuals work with different levels of government to make rules.

Social Studies Grade 1

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPI.6** - Explain what government is and its function
- **6.1.2.CivicsDP.2** - Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.HistorySE.2** - Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays)
- **6.1.2.HistoryCA.1** - Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **6.1.2.Geo.SV.1** - Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- **6.1.2.Geo.SV.2** - Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- **6.1.2.Geo.SV.3** - Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.Geo.SV.4** - Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- **6.1.2.Geo.HE.1** - Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.2** - Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.HE.3** - Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.EconNE.1** - Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- **6.1.2.EconGE.1** - Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- **6.1.2.EconGE.2** - Explain why people in one country trade goods and services with people in other countries

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

Skills	K-5
Chronological Thinking	-Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past
Spatial Thinking	-Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	-Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.).
Presentational Skills	-Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of

Social Studies Grade 1

	reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace.
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Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.FP.2	Differentiate between financial wants and needs.	External factors can influence the items that an individual wants or needs.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).	Information is shared or conveyed in a variety of formats and sources.

Central Idea/Enduring Understanding:

Civics/Government:

- The purpose of the government is to protect the rights of the people.

History:

- People and events are interconnected over time and place.

Essential/Guiding Question:

Civics/Government:

- What is a community?
- What responsibilities do you have in communities?
- Why do we need rules?
- How do rules and laws help and protect us?
- Why is it important to show fairness and equality to everyone?
- What are government leaders and what is their role?

History:

- How do people and communities change over time?
- How is your life different from children in the past?
- What are examples of primary and secondary sources?
- Why is it important to know the difference between fact and fiction?

Social Studies Grade 1

<p>Geography:</p> <ul style="list-style-type: none"> ● Geography determines how and where people live, move and use what is around them. <p>Economics:</p> <ul style="list-style-type: none"> ● Economics is how people use the resources around them to meet their needs and wants. 	<p>Geography:</p> <ul style="list-style-type: none"> ● Why is it important to know what a map/globe is and how to read them? ● What are the five themes of geography? ● How do you describe a place using relative and/or absolute location? ● How does climate affect where you live? ● What are human characteristics? ● What is human-environment interaction? ● What region do you live in? <p>Economics:</p> <ul style="list-style-type: none"> ● What are the three types of resources? ● How can other people help us get what we want and need? ● What does the United States export?
<p><u>Content:</u></p> <p>Civics/Government:</p> <ul style="list-style-type: none"> ● People are members of communities. ● Communities can be big or small. ● Individuals have responsibilities in communities. ● Rules and laws are made by people with authority. ● Rules are established to help people make good choices. ● Communities are united around ideas and principles- fairness, equality, and the common good. ● Conflict resolution , compromise and consensus help keep order. ● Government leaders are chosen by the people. ● Government leaders have roles and responsibilities to fulfill in local, state, or national levels. <p>History:</p> <ul style="list-style-type: none"> ● Families, neighborhoods, and communities change over time. ● Families change and grow. ● Timelines show events that have happened in the past and events that are happening now. ● Primary sources are created by people who saw or experienced events themselves. 	<p><u>Skills(Objectives):</u></p> <p>Civics/Government:</p> <ul style="list-style-type: none"> ● Identify and define communities ● Define responsibilities members have in a community ● Define what rules and laws are ● Identify principles of democracy- fairness, equality, common good, conflict resolution ● Define government ● Explain government roles and purpose <p>History:</p> <ul style="list-style-type: none"> ● Discuss how people change over time. ● Identify ways communities and neighborhoods change. ● Name primary sources ● Name secondary sources ● Distinguish between fact and fiction ● Understand why views of the same event can be different.

Social Studies Grade 1

- Secondary sources are made by people who did not see or experience events themselves.
- Fact is something that happened and is true.
- Fiction is made-up and not real.

Geography:

- Maps are flat drawings of Earth.
- Globes are round models of Earth.
- Map tools include a key and compass rose
- Location is where something is on Earth.
- Place is what an area is like.
- Human-environment interaction is how we use the environment to meet our needs.
- Movement is how people and ideas move from place to place.
- Region is a place that has many characteristics that are the same.
- Relative location tells us where something is using other places (landmarks, buildings)
- Physical characteristics of a place include continents, oceans, landforms, and bodies of water.
- Human characteristics include cities, towns, roads, buildings, and houses.
- Humans adapt and modify the environment to meet their needs.
- New Jersey is made up of 4 regions

Economics:

- Resources are something we use to make things we need.
- There are three types of resources- natural, human, and capital.
- Products are produced domestically and traded abroad.
- There are many ways people produce and trade goods and services.

Geography:

- Define and identify different types of maps.
- Use map tools to find locations on maps.
- Name physical and human characteristics of a place.
- Identify ways to adapt and modify the environment.
- Define exploration, migration, and settlement.
- Name the regions in New Jersey and identify the cultural and environmental characteristics of each region.

Economics:

- Identify resources that people use to provide for their needs and wants.
- Recognize examples of natural, human, and capital resources.
- Understand how goods and services are imported and exported.

Interdisciplinary Connections:

The lessons/activities in this unit will support the learning and understanding of history, economics, civics, and geography. Students will recognize the relationships between people, places, and resources as well as the implications of an interconnected global economy.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- Written Activities

Other Evidence:

Formative Assessment:

- Observations

Social Studies Grade 1

<ul style="list-style-type: none"> - Graphic Organizers - Lists - Exit Tickets - Writing Responses • Artistic Products <ul style="list-style-type: none"> - Posters, Charts, Graphs, Diagrams - Illustrations with labels - <p>Student Self Assessment:</p> <ul style="list-style-type: none"> • Social Studies - Turn and Talk: What makes a good community? <p>What is one way you have changed in first grade? How do you feel about that change?</p> <p>Name physical and human characteristics of where you live.</p> <p>Name items you use that are imported.</p>	<ul style="list-style-type: none"> • Class and Group Discussions • Student Participation • Cooperation • Collaboration • Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Social Studies Benchmarks
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Civics/Government:</p> <ul style="list-style-type: none"> • Identify and discuss what a community is. • Ask students what are some ways to help your community. • List responsibilities members of a community have. • Express how to be a responsible community member. • Identify and discuss what rules and laws are. • Ask how and why laws/rules are set up. • Emphasize how rules teach us how to work, play and learn together. • Understand and discuss fairness and equality. • Ask ways to cooperate with others to solve conflicts. • Identify and discuss government leaders and their functions. • Explain how people in a community choose government leaders. <p>History:</p> <ul style="list-style-type: none"> • Identify changes and how people and places change over time. • Ask students ways they have changed. 	<p><u>Resources:</u></p> <p>Social Studies</p> <ul style="list-style-type: none"> • Studies Weekly Slideshow Folder • DOK Questions • Art Supplies • Vocabulary Words • Digital and Print Sources • Cooperative Children's Book Center <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> • Respect Ability: Fighting Stigmas, Advancing Opportunities • Diversity, Equity, Inclusion Resources <p><i>*Be sure to use only applicable resources.</i></p> <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Social Studies Grade 1

- Discuss timelines and differences between then and now.
- Explain differences between primary and secondary sources. List examples of each.
- Understand and recognize different accounts of events.
- Ask students to identify things as true or false.

Geography:

- Identify location on maps and globes.
- Ask students to draw a map of their neighborhood.
- List and describe the five themes of geography
- Compare/contrast relative and absolute location.
- Ask students to list physical and human characteristics of a place.
- Discuss how people make changes to the environment to help their communities grow.
- Brainstorm ways ideas and objects move.
- Describe the different regions in New Jersey.

Economics:

- List examples of resources-capital, human, and natural.
- Create a diagram of United States exports.
- Explain how products are produced.
- Discuss trade.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize technology	Utilize technology	Utilize technology	Utilize technology
Provide interest-based learning choices	Provide interest-based learning choices	Provide interest-based learning choices	Provide interest-based learning choices
Student-led activities	Student-led activities	Provide student work samples	Provide student work samples
Problem-solve collaboratively using background knowledge, talents, and skills	Problem-solve collaboratively using background knowledge, talents, and skills	Problem-solve collaboratively using background knowledge, talents, and skills	Problem-solve collaboratively using background knowledge, talents, and skills
	Critical thinking questions		Modify critical thinking questions

Social Studies Grade 1

Critical thinking questions	Peer-led small group collaboration	Modify critical thinking questions	Teacher-led small group instruction
Peer-led small group collaboration	General use of varied modalities – kinesthetic, visual, auditory, tactile	Teacher-led small group instruction	Specific use of modalities - kinesthetic, visual, auditory, tactile
General use of varied modalities – kinesthetic, visual, auditory, tactile		Specific use of modalities - kinesthetic, visual, auditory, tactile	Small group projects with teacher guidance
		Paired projects with teacher guidance	Flexible time allotment
		Flexible time allotment	Repetition of content
		Repetition of content	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
			ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Cultural Holidays, Observances, and Celebrations

Overview: This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups of people.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.

Social Studies Grade 1

- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.EconET.5:** Describe how local and state governments make decisions that affect individuals and the community.
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Social Studies Grade 1

- **6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

NJSLS ELA Reading:

- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text. (e.g who, what, where, when, why, and how)
- **RI.CI.1.2.** - Determine main topic and retell a series of key details in informational texts (e.g. who, what, where, when, why, and how)
- **RI.IT.1.3.** - Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect, and compare-contrast relationships) within a text.
- **RI.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g headings, table of contents, glossaries, electronics menus, icons) to locate key fact or information in a text while drawing on a wide reading of a range of text types
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6** - With prompting and support, use text features (e.g. Diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7.** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RI.CT.1.8** - Identify similarities in and differences between two informational texts on the same topic (e.g. characters, experiences, illustrations, description, or procedures)

NJSLS ELA Writing:

- **W.AW.1.1.** - With prompts and support, write opinion pieces on a topic or texts.
 - A. Introduce an opinion
 - B. Support the opinion with facts or other information and examples related to the topic.
 - C. Provide a conclusion.
- **W.IW.1.2.** - With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic.
 - B. Develop the topic with facts or other information and examples related to the topic.
 - C. Provide a conclusion.
- **W.WR.1.5.** - With prompting and support, generate questions through shared research about a topic and determine sources to obtain information on that topic.
- **W.SE.1.6.** - With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** -Engage in discussion, drawing and writing in brief but regular writing tasks.

NJSLS Speaking and Listening:

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Social Studies Grade 1

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business	There are actions an individual can take to help make this world a better place.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job	Different types of jobs require different knowledge and skills
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	Individuals from different cultures may have different points of view and experiences.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).	Young people can have a positive impact on the natural world in the fight against climate change.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).	Information is shared or conveyed in a variety of formats and sources.

Central Idea/Enduring Understanding:

Scholars will...

Essential/Guiding Question:

When do we celebrate these holidays, observances, and events?

Why do we celebrate these holidays, observances, and events?

Social Studies Grade 1

<ul style="list-style-type: none">● Hispanic Heritage Month<ul style="list-style-type: none">○ Recognize real people of Hispanic descent that have contributed to American way of life○ Recognize Hispanic culture in society● Labor Day<ul style="list-style-type: none">○ Recognize American workers' achievements, special focus on trades (construction, manufacturing, etc)● Commodore Barry Day<ul style="list-style-type: none">○ Identify advances made in naval ships.● Constitution Day<ul style="list-style-type: none">○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws.○ Be able to explain why rules are important (safety)● Indigenous People's Day<ul style="list-style-type: none">○ Recognize Native American history and culture○ Expose students to various Native American tribes and their traditions● Veteran's Day<ul style="list-style-type: none">○ Demonstrate an understanding of the branches of the military○ Identify the importance of memorials.● Thanksgiving<ul style="list-style-type: none">○ Understand the history of Thanksgiving○ Compare things we are grateful for with things the Native Americans and Colonists were grateful for○ Understand Native American traditions regarding gratitude● Muslim Heritage Month	<p>How do these holidays, observances, and events help us appreciate different cultures and perspectives?</p> <ul style="list-style-type: none">● Hispanic Heritage Month: Month of September<ul style="list-style-type: none">○ Mexican Independence Day: September 16● Labor Day: First Monday in September● Commodore Barry Day: September 13th● Constitution Day: September 17th● Indigenous People's Day: October 12th● Veteran's Day: November 11th● Thanksgiving: Fourth Thursday in November● Muslim Heritage Month: Month of January
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Social Studies Grade 1

<ul style="list-style-type: none">○ Highlight and celebrate the history and contributions of all Muslims● Dr. Martin L. King, Jr. Day<ul style="list-style-type: none">○ Compare Dr. King's childhood to their own.○ Illustrate an accomplishment of Dr. King.● Holocaust Remembrance Day<ul style="list-style-type: none">○ Demonstrate general understanding of mistreatment of Jewish people○ Recognize how we can honor other people's beliefs and differences● Black History Month<ul style="list-style-type: none">○ Recognize famous and not-as-famous African Americans○ Identify contributions AA have made, how these items are used today and the importance of such.○ Recognize the influence and impact AA have made in society.● Freedom Day<ul style="list-style-type: none">○ Describe what freedom means to them.○ Identify symbols of the United States and describe their importance.● Presidents' Day<ul style="list-style-type: none">○ Demonstrate a basic understanding of a president's job○ Understand how presidents such as George Washington and Abraham Lincoln impacted our country● Women's History Month<ul style="list-style-type: none">○ Understand the evolution of women's progress and role in society○ Expose students to various advancements made by women in our country● Diversity Month<ul style="list-style-type: none">○ recognize and honor the diversity surrounding us all○ Gain an understanding of others○ Recognize how we are alike and different	<ul style="list-style-type: none">● Dr. Martin L. King, Jr. Day: Third Monday in January● Holocaust Remembrance Day: January 27th● Black History Month: February● Freedom Day: February 1st● Presidents' Day: Third Monday in February● Women's History Month: Month of March● Diversity Month: April
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Social Studies Grade 1

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| <ul style="list-style-type: none"> o Discuss the value and demonstration of empathy toward others o Recognize value in each other's experiences, differences, and unique characteristics o Celebrate and share authentic selves to gain a greater appreciation of each other | |
| <ul style="list-style-type: none"> ● Emancipation Day <ul style="list-style-type: none"> o Discuss the meaning of slavery and describe ways people gained their freedom. o Recognize that real people have demonstrated responsible leadership and identify characteristics that have made them good examples. | <ul style="list-style-type: none"> ● Emancipation Day: April 16th |
| <ul style="list-style-type: none"> ● Earth Day and Arbor Day <ul style="list-style-type: none"> <u>Earth Day-</u> <ul style="list-style-type: none"> o Identify the environmental movement has resulted in policy change and a greater awareness of the environment o Recognize focus on the need for conservation <u>Arbor Day-</u> <ul style="list-style-type: none"> o Celebrate this day with environment-related activities, namely tree planting o Understand the importance and impact of trees to our environment o Identify ways to celebrate nature o Encourage tree planting and litter-collecting events in or around the community. | <ul style="list-style-type: none"> ● Earth Day: April 22 ● Arbor Day: Last Friday in April |
| <ul style="list-style-type: none"> ● Asian Pacific American Heritage Month <ul style="list-style-type: none"> o Recognize and pay tribute to the generations of Asian and Pacific Islanders who have enriched America's history o Explore the diversity of Asian Pacific cultures. | <ul style="list-style-type: none"> ● Asian Pacific American Heritage Month: Month of May |
| <ul style="list-style-type: none"> ● Memorial Day <ul style="list-style-type: none"> o Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today. | <ul style="list-style-type: none"> ● Memorial Day: Last Monday of May |

Social Studies Grade 1

<ul style="list-style-type: none"> o Identify symbols of the United States and describe their importance. o Describe what bravery and courage means. • Flag Day <ul style="list-style-type: none"> o Describe the parts of our flag (stars and stripes) and what they represent o Recognize that this day commemorates the adoption of our united nation's flag. • Juneteenth <ul style="list-style-type: none"> o Explain the basic concepts of diversity, tolerance, responsibility and respect for others. o Recognize real people who have demonstrated creativity and innovation by creating new products and services. 	<ul style="list-style-type: none"> • Flag Day: June 14th • Juneteenth: June 19th
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Hispanic Heritage Month traditionally honors the cultures and contributions of both Hispanic and Latino Americans as we celebrate heritage rooted in all Latin American countries. During this month and throughout the year, we share history, heritage, and accomplishments of Hispanic and Latino Americans of past and present. • Labor Day is the first Monday in September. It is a creation of the labor movement and is dedicated to the social and economic achievements of American workers. It constitutes a yearly national tribute to the contributions labor workers have made to the strength, prosperity, and well-being of our country. • Commodore John Barry Day commemorates an important figure in American history. He is known as "The Father of the American Navy". He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Civil Rights • Freedom • Oppression • Symbols of Freedom • Famous American Women • Women's Suffrage • Underground Railroad • Cultural Diversity • Heroes • Famous African American Inventors • The Constitution of the United States • Rules • Patriotism • Environmental Movement

Social Studies Grade 1

- **Constitution Day** is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.
- **Indigenous Peoples' Day** is a holiday that celebrates and honors Native American peoples and commemorates their histories and cultures.
- **Veteran's Day** is a national holiday celebrated on November 11 to honor military veterans for their service. "World War I – known at the time as "The Great War" - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of "the war to end all wars.""
- **Thanksgiving** is a national holiday celebrated on the fourth Thursday in November commemorating a feast between Wampanoag Native Americans and Plymouth Colonists. This day provides an opportunity to recognize what we are grateful for, as the Colonists and Native Americans were grateful for the past year's harvest and survival. We can also take this time to learn more about Native Americans' culture and how they give thanks.
- **Muslim Heritage Month** recognizes the importance of the many religious and cultural traditions of Muslims. This month aims to promote awareness and appreciation of the many contributions of the members of the Muslim community.
- **Dr. MLK, Jr. Day** is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third Monday in January. It is a

- Famous Asian Pacific Americans

Social Studies Grade 1

time when the nation pauses to remember the life and work of Dr. King.

- **Holocaust Remembrance Day** is recognized on January 27th to honor the six million Jewish victims of the Holocaust and the millions of other victims of nazism between 1941 and 1945, as well as to prevent any future genocides. We can take this opportunity to see how others were treated poorly and learn from it for the future.
- **Black History Month** is an annual celebration of achievements by African Americans and a time for recognizing their central role in U.S. history. Also known as African American History Month, this time was designated to focus attention on the many contributions of African Americans to the United States. It honors all Black people from all periods of U.S. history. We can take this opportunity to teach and promote achievements by Black Americans and other peoples of African descent.
- **National Freedom Day** is an observance in the United States that honors the signing of a resolution that proposed the 13th amendment of the nation's constitution on February 1, 1865. Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.
- **Presidents Day** is a holiday celebrating United States presidents, especially Abraham Lincoln and George Washington. It originated as a day to recognize George Washington on his birthday and later included recognition of Abraham Lincoln. Today it is a day to recognize all of our country's presidents.
- **Women's History month** is celebrated to honor the important contributions and accomplishments of women. This is annually observed during the month of March.
- **Diversity Month** is celebrated to teach the variety of human-mankind. This prepares students to be global citizens by exposing them to

Social Studies Grade 1

people from different cultures and social groups. Students will gain an understanding of a broad scope of accepting others' differences and cultural backgrounds. The awareness of 'same but different', affirms students' cultural identities and enhances the learning environment.

- **Emancipation Day** is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862.
- **Earth Day** is an annual event on April 22 to demonstrate support for environmental protection. It is a day to honor the Earth and the concept of peace. Earth Day includes a wide range of events coordinated globally by EarthDay.org including 1 billion people in more than 193 countries.
- **Arbor Day**, similar to Earth Day, is a holiday that celebrates nature. Its purpose is to teach children the appreciation of trees and their benefits. Use this day to arrange for students to plant trees and organize litter-collecting events in or around the community.
- **Asian Pacific American Heritage Month** is a period for the duration of the month of May for recognizing the contributions and influence of Asian Americans and Pacific Islander Americans to the history, culture, and achievements of the United States.
- **Memorial Day** is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.
- **Flag Day** is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America. It is important because it symbolizes our united country under one symbol.
- **Juneteenth** is a celebration commemorating the ending of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865

Social Studies Grade 1

that the news reached Galveston, Texas that all enslaved were freed.

Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, recognize and celebrate various cultures through month-long acknowledgement, word language awareness, climate and environmental conservation.

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Interviews
 - Journal Responses
 - Learning Logs
 - Lists
 - Graphic Organizers
 - Exit Tickets
 - Quizzes
- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Projects
 - Illustrations with Captions
 - Murals, Dioramas, Collages
 - Photographs
- **Multiple-form Products (Writing, Drawing, and Speaking)**
 - Oral Presentations
 - Debates
 - Role Play
 - Reenactments

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Class and Group Discussion
- Student Participation - Individual and Group
- Cooperation
- Collaboration

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Hispanic Heritage Month (September)

- Use spanish words/phrases in context during Morning Meeting or other daily lessons
- Language activities that match common English words with Spanish words
- Explore latin music and/or food
- Expose students to famous Hispanic Americans (Justice Sotomayor, Roberto Clemente, etc)

Resources:

Hispanic Heritage Month

- [Studies Weekly Short explanation of Hispanic Heritage](#)
- [Classic Hispanic Music Clips](#)
- [Hispanic Foods Read Aloud \(12 minutes\)](#)
- [Read aloud about jobs in the community \(8 minutes\)](#)

Social Studies Grade 1

Labor Day

- Discuss community helpers (generally those who work in trades)
- Discuss working adverse working conditions (including children) of time past

Commodore Barry

- Discuss the contributions Commodore John Barry made to the United States and that he is known as the father of the United States Navy. Show students pictures of ships used during the Revolutionary War. Discuss with students the difficulty of sailing during that time. Using a Venn diagram, have students compare ships of the revolutionary time to those of today.

Constitution Day

- Discuss with students how the Constitution provides everyone with rights, like the right to own personal property. Explain that all citizens have these rights. Compare these rights to classroom rules. Discuss how rules help protect students' individual rights and keep us safe.

Indigenous Peoples' Day

- Discuss what the students' know about Native American culture.
- Expose students to various Native American/Inuit traditions.

Veteran's Day

- Show students a picture of the Memorial Monument in Wash. DC, or seek pictures of the monument in Browns Mills located at the intersection of Trenton Road and Circle Drive. Discuss the importance of the monument. Have students draw a picture of a monument to honor future Veterans.
- Recognize and honor veterans for their service
- Show students pictures of people in Army, Navy, Air Force, Marine, and Coast Guard uniforms. Discuss each of these branches of the military.

Labor Day

- [Labor Day Read aloud \(5 minutes\)](#)
- [Labor Day Facts for Kids \(8 minutes\)](#)

Commodore Barry

- [Commodore Barry Ballad \(5 minutes\)](#)

Constitution Day

- List of your own Classroom Rules
- [Constitution Day booklet & writing activity](#)
- Recite and discuss the preamble to the Constitution:

<https://www.uscourts.gov/about-federal-courts/educational-resources/annual-observances/constitution-day-and-citizenship-day>

- Learn about the constitution

<https://www.youtube.com/watch?v=fINAdRG7TB0>

Indigenous Peoples' Day

- [Native American children showing off traditional items \(2 minutes\)](#)
- [Traditional Native dance \(5 minutes \)](#)
- [Playlist of Native American Read Alouds \(various times\)](#)

Veteran's Day

- Picture of Veterans Memorial Monument
<https://avdlm.org/>
- Sample Thank You Cards & other unique ideas
<https://www.joincake.com/blog/what-to-say-instead-of-thank-you-for-your-service/>
- Images and additional information
<https://www.va.gov/opa/vetsday/vetdayhistory.asp>
https://www.ducksters.com/kidsnews/11-11-11_veterans_day.php

Social Studies Grade 1

Have students write a thank you card to a military veteran. Display the cards on a bulletin board.

- Discuss the history of Veteran's Day

Thanksgiving

- Watch video about the historical events leading up to Thanksgiving and facts about the first Thanksgiving.
- Listen to a story about how Native Americans' give thanks and share traditions during various holidays.
- Engage in a variety of activities aligned with the We Are Grateful story.

Muslim Heritage Month (Jan.)

- Read aloud Golden Domes and Silver Lanterns. Pause at each color page to discuss the color and the associated cultural item from Muslim heritage.
- Coloring pages

Dr. Martin Luther King, Jr.

- Read aloud *A Picture Book of Martin Luther King* by David Adler. Discuss what events in Martin Luther King's childhood affected him to be a civil rights leader. Discuss how he had a great influence on people understanding how important diversity is to the American mosaic.
- Read *Happy Birthday Martin Luther King* by Jean Marzollo. Discuss with students the accomplishments of Martin Luther King. Have students illustrate one of the accomplishments spoken about in the book.

Holocaust Remembrance Day

- Listen to a story describing realistic events from the beginning of the Holocaust from the view of a cat and connect to general ideas of real events.
- Discuss how Jewish people were treated differently because of their beliefs and how we should treat people who are different from us or disagree with us.

<https://www.coolkidfacts.com/us-armed-forces/>

- History information
https://www.ducksters.com/history/us_government/united_states_armed_forces.php

Thanksgiving

- History and evolution of Thanksgiving: (username- ptms1 password-hornets)
<https://jr.brainpop.com/socialstudies/holidays/thanksgiving/>
- We Are Grateful read aloud:
<https://www.youtube.com/watch?v=F1cDcBY1C1Y>
- [We Are Grateful activities](#)

Muslim Heritage Month (Jan.)

- [://www.youtube.com/watch?v=vDcVWe6iScYhttps](https://www.youtube.com/watch?v=vDcVWe6iScYhttps)
- <https://docs.google.com/document/d/e/2PACX-1vQN00TFgjoVuXgNsMCmUijc67pHnKJeHU1s46ZjwLnCXA8YVvEuGd9ZX9u6LP48NvYWI-dGfVPPERPm/pub>

Dr. Martin Luther King, Jr.

- *A Picture Book of Martin Luther King* by David Adler (or similar book)
<https://www.youtube.com/watch?v=mEtqSVDUr48>
- [The Story of Martin Luther King, Jr. by Kid President](#)
- *Happy Birthday Martin Luther King* by Jean Marzollo (or similar book)
<https://www.youtube.com/watch?v=5ns0xpeuvBk>

Holocaust Remembrance Day

- Benno the Cat and the Night of Broken Glass:
<https://www.youtube.com/watch?v=HpJ4AOitNA0>

Social Studies Grade 1

Black History Month (February)

- Listen to Black History month introduction
- Understand;
Why is it important
How the tradition started in the US
When is Black History month? And why that month? Who did the original idea come from?
- Utilize various informational links to learn facts about Black history
- Identify influential Blacks who have contributed to American society
- Learn about prominent and less well-known Black History individuals
- Demonstrate understanding and/or create projects representing Black History knowledge

Freedom Day

- Show students a picture of the Liberty Bell. Discuss the location and importance of the Liberty Bell. Introduce the Thirteenth Amendment. Discuss with students that the Liberty Bell is a symbol of freedom. Have students color a picture of the Liberty Bell and write a statement about our freedom.
- SS Weekly resource

Presidents' Day

- Watch and discuss a video about a president's job in the United States.
- watch videos about Abraham Lincoln and George Washington
- project or print venn diagram to compare and contrast the two presidents

Black History Month

- Celebration Definition & Introduction
<https://www.youtube.com/watch?v=0ryXqoXPkbo>
- Project ideas
<https://www.thefirstgraderoundup.com/2014/03/black-history-month.html>
- Sing along of Black People in History
<https://www.youtube.com/watch?v=ROd8bemv0bl>
- Examples of Black History Representation A-Z
<https://www.youtube.com/watch?v=XoIEH4qzBdE>
- Worksheets & Reading Comprehension
https://www.google.com/url?sa=i&url=https%3A%2F%2Fworksheets.edhelper.com%2FBlackHistory.htm&psig=AOvVaw3RBjci4Ma2FfJSR_z2MK2r&ust=1624465562079000&source=images&cd=vfe&ved=0CAsQjhxqFwoTCMCF1YHUq_ECFQAAAAAdAAAAABAT
- A-Z African American Visionaries
<https://www.education.com/worksheets/black-history-month/>

Freedom Day

- [Picture of the Liberty Bell](#)
- Liberty Bell coloring page -
<http://www.patrioticcoloringpages.com/patriotic-symbols/>
- Liberty Bell Read Aloud:
https://www.youtube.com/watch?v=nkUM9Z_9oLA
- <https://online.studiesweekly.com/publications/439/units/1401/week/15091/articles/86553>

Presidents' Day

- BrainPop Jr. video on presidents:
(username- ptms1 password- hornets)
<https://jr.brainpop.com/socialstudies/government/president/>
- BrainPop Jr. video on Abraham Lincoln:
(username- ptms1 password- hornets)
<https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>
- BrainPop Jr. video on George Washington:
(username- ptms1 password- hornets)

Social Studies Grade 1

Women's History Month (March)

- Throughout the month of March, set aside 15-20 minutes on various days you've chosen, to learn about one historical figure at a time. Watch a video or listen to a read aloud about each woman. Then use the printable blank booklet to have students record 1-2 facts about each woman from history and draw a picture of her. If you'd like to add more historical figures, there are more videos on brainpop and read alouds on youtube. You could print extra pages per student for the booklet if you choose to do this.

Diversity Month (April)

- Use a variety of books that honor diversity among children and cultures.
- Reference a difference yet a similarity among ourselves with discussion
- Identify examples of togetherness i/outside of the classroom
- Respect for others and recognition of human mankind as citizens.

(All-Year idea)

Begin every morning with a multicultural greeting. This way, students really learn and remember the greeting vs a new one each day. Every month, choose a simple phrase from a new language and greet children. Repeating these phrases for the month is a fun way for students to also learn a bit of a foreign language.

<https://jr.brainpop.com/socialstudies/biographies/georgewashington/>

- [Venn diagram template](#)

Women's History Month

- [Printable blank booklet \(print one per student\)](#)
- *I am Sacagawea* read aloud:
<https://www.youtube.com/watch?v=FDdb-3TnKmXg>
- Video about Harriet Tubman:
(username- ptms1 password- hornets)
<https://jr.brainpop.com/socialstudies/biographies/harriettubman/>
- Video about Clara Barton:
(username- ptms1 password- hornets)
<https://jr.brainpop.com/socialstudies/biographies/clara barton/>
- Video about Mae Jemison:
(username- ptms1 password- hornets)
<https://jr.brainpop.com/socialstudies/biographies/maejemison/>
- Video about Susan B. Anthony:
(username- ptms1 password- hornets)
<https://jr.brainpop.com/socialstudies/biographies/susanbanthony/>

Diversity Month

- 1st Grade cultural diverse book list
<https://www.greatschools.org/gk/book-lists/first-grade-books-that-celebrate-diversity/>
<https://blog.leeandlow.com/2017/06/13/best-multicultural-books-for-first-grade/>
- 1st Grade Gender equality book lists
<https://www.savethechildren.org/us/charity-stories/childrens-book-gender-equality>
- <https://mashable.com/article/best-childrens-books-teach-kids-gender-equality/>
- September: "Hello" (English)
- October: "Buenos dias" (Spanish)
- November: "Bonjour" (French)
- December: "Shalom" (Hebrew)
- January: "Jambo" (Swahili)
- February: "Huanying" (Chinese)
- March: "Guten tag" (German)
- April: "Konnichiwa" (Japanese)
- May: "G'Day mate" (Australian English)
- June: "Goed dag" (Dutch)

Social Studies Grade 1

Emancipation Day

- Read aloud *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud. Discuss the meaning of slavery and explain the escape to freedom was difficult. Discuss how the quilt was a secret means of communication. Have students create a quilt square and assemble into a class quilt.
- Read aloud *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold. Discuss how an underground railroad is not a train, but a way people helped each other. Students create a picture of something they can do because they are free and write a sentence about what they can do. Scaffold writing according to student ability.

Earth Day

- Listen to a story describing planet Earth (*Here We Are* by Oliver Jeffers)
- Discuss the 3 R's – reduce, reuse and recycle and how you can help save planet Earth
- Earth Day coffee filter craft

Arbor Day

- Listen to Arbor Day - PBS Kids: Learn the meaning of 'arbor'. Discuss the origin of Arbor Day, its significance to the environment. Gain a clear understanding of the holiday's purpose.
- Read *Arbor Day Square (ReadyGen U4MA anchor text)* by Katherine Galbraith. Discuss why/how early settlers planted trees as an essential part for the development of a new town in the middle of a dusty prairie. Make Inferences of the beginning of the tradition, Arbor Day and how important it continues to be to our environment today.
- Creative activities - included are activities that can be done as a whole class or individually as a home project, then shared.

Emancipation Day

- *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud
<https://www.youtube.com/watch?v=y4r-LEutmLk>
(or similar book)
- *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold
<https://www.youtube.com/watch?v=S4ZOX5xmHnE>
(or similar book)

Earth Day

- *Here We Are* by Oliver Jeffers:
<https://youtu.be/kkcjKbbF9JA>
- Practice narrative writing with a simple story about planet Earth and how they can help save the earth.
- Earth Day Craft:
https://docs.google.com/presentation/d/1ZK5HgVLS5SWEh0yJ4jt-bzxt_ldhx_l-jOkV7L4BtHQ/edit?usp=sharing

Arbor Day

- Arbor Day - PBS Kids
<https://www.youtube.com/watch?v=J2vf4-xWcFg>
- Arbor Day Square by Katherine Galbraith, read aloud
<https://www.youtube.com/watch?v=vLFtOTUNlW4>
- Clickatree Arbor Day (post pandemic activities)
<https://clickatree.com/arbor-day/>

Social Studies Grade 1

Asian Pacific American Heritage Month (May)

- Listen to a story *Amy Wu and the Perfect Bao* by Kat Zhang
- Listen to a story *'Ohana Means Family* by Ilima Loomis
- Expose students to famous Asian Pacific Americans (Yao Ming, Duke Kahanamoku, Iwao Takamoto, etc)
- Origami fish craft

Memorial Day

- Read the story *Hero Mom* by Melinda Hardin. Discuss the terms courage, bravery, and heroism with students. Have students draw a picture of something they did that was brave.
- Discuss the importance of Memorial Day and how Americans show their pride on American holidays. Have students create a star wreath to display on Memorial Day.

Flag Day

- Read aloud *I Pledge Allegiance* by Bill Martin, Jr. Discuss the meaning of the words to "The Pledge of Allegiance."
- Watch a video about Flag Day and how it came to be. Discuss why it is important to honor our flag. Discuss why the flag has 13 stripes and 50 stars.
- Students can use construction paper and other art materials to make an American flag. Have students use their flags in a patriotic parade to celebrate Flag Day.
- Online, view flags from several different countries. Compare and contrast other flags to our own.

Juneteenth

- Explain to students that Juneteenth is a celebration of freedom. One of those freedoms was the freedom to learn. Slaves were kept from learning to read and write until slavery was abolished. Show students pictures of

Asian Pacific American Heritage Month

- story *Amy Wu and the Perfect Bao*
<https://www.youtube.com/watch?v=AVZeo7rxpBo>
- story *'Ohana Means Family*
<https://www.youtube.com/watch?v=CyXl1ojAWhA>
- Slideshow of famous Asian Pacific Americans:
https://docs.google.com/presentation/d/18QqkLafznXu71DMPX4if_G8sOn2cF7fyJGDA23DqL2o/edit?usp=sharing
- Origami fish craft video:
<https://youtu.be/djPgdlm6lMY?list=TLGGQH2VkJsqYyMzA2MjA>

Memorial Day

- [Hero Mom by Melinda Hardin](#)
- star wreath craft
<http://www.enchantedlearning.com/crafts/memorialday/starwreath/>

Flag Day

- *I Pledge Allegiance* by Bill Martin, Jr. (or similar book)
https://www.youtube.com/watch?v=1o-AokVY_gg
- Watch a video about the history of flag day:
<https://www.youtube.com/watch?v=X8SdLq1T9NI>
- Flag Day craft ideas:
<https://www.dltk-kids.com/usa/m-usa-flag.htm>
<http://www.enchantedlearning.com/crafts/flagday/>
- View flags from other countries:
<http://flagpedia.net/>

Juneteenth

- Pictures of African-American inventors and their inventions
- *Juneteenth for Mazie* by Floyd Cooper (or similar book)
https://www.youtube.com/watch?v=8icqK_KUTQY

Social Studies Grade 1

<p>African-American inventors and their inventions. Discuss their contributions.</p> <ul style="list-style-type: none">● Read aloud <i>Juneteenth for Mazie</i> by Floyd Cooper. Discuss how the main character feels in the beginning of the story and how that changes. Have students discuss how they feel when they are told “No”		<p>Social Studies Resources:</p> <ul style="list-style-type: none">● The New Jersey Amistad Commission Interactive Curriculum● NJ Commission on Holocaust Education● Learning for Justice	
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize technology	Utilize technology	Utilize technology	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Provide interest-based learning choices	Provide interest-based learning choices	Provide interest - based learning choices	
Student-led activities	Provide student work samples	Provide student work samples	ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
Problem-solve collaboratively using background knowledge, talents, and skills	Problem-solve collaboratively using background knowledge, talents, and skills	Pair with on grade level or higher - achieving students to problem-solve	
Critical thinking questions	Critical thinking questions	Modify critical thinking questions	
	Small group instruction	Small group instruction	
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	
		Paired projects with teacher guidance	
		Flexible time allotment	
		Repetition of content	

Social Studies Grade 1

Pacing Guide

Course Name	Resource	Standards
MP 1		
UNIT 1 Module A Connecting to our World 15 days	ReadyGen Literacy-Unit 1 Module A Module A-PBA- Narrative Writing 15 days Unit Online Assessment: Selection tests A (Stellaluna) and B (Dragons and Giants)	Social Studies and ELA as determined in previous indicators
UNIT 2 Module A Becoming a Classroom Citizen 15 days	ReadyGen Literacy-Unit 2 Module A Module A-PBA- Narrative Writing 15 days Unit Online Assessment: Selection tests A (Fine, Fine School) and B (The Recess Queen)	Social Studies and ELA as determined in previous indicators
MP 2		
UNIT 2 Module B Becoming a Classroom Citizen 15 days	ReadyGen Literacy-Unit 2 Module B Module A-PBA- Narrative Writing 15 days Unit Online Assessment: Selection tests A (Far From Home) and B (Going to School)	Social Studies and ELA as determined in previous indicators
UNIT 3 Module A Making Choices 15 days	ReadyGen Literacy-Unit 3 Module A Module A-PBA- Narrative Writing 15 days Unit Online Assessment: Selection tests A (The Winners' Choice) and B (Hunter's Money Jar)	Social Studies and ELA as determined in previous indicators
UNIT 3 Module B Making Choices 15 days	ReadyGen Literacy- Unit 3 Module B Module B- PBA- Opinion Writing 15 days Unit Online Assessment: Selection tests A (Goods and Services) and B (Supermarket)	Social Studies and ELA as determined in previous indicators
MP 3		
UNIT 4 Module A Planting for the Future 15 days	ReadyGen Literacy- Unit 4 Module A-PBA- Narrative Writing 15 days	Social Studies and ELA as determined in previous indicators

Social Studies Grade 1

	Unit Online Assessment: Selection Tests A (Arbor Day Square) and B (The Family Tree)	
MP 4		
UNIT 6 Module A Celebrating Diversity 15 Days	ReadyGen Literacy- Unit 6 Module A-PBA- Opinion Writing 15 days Unit Online Assessment: Selection Tests A (One Classroom, Many Cultures) and B (A Picnic in October)	Social Studies and ELA as determined in previous indicators
UNIT 6 Module B Celebrating Diversity 15 days	ReadyGen Literacy- Unit 6 Module B-PBA- Opinion Writing 15 days Unit Online Assessment: Selection Tests A (Whose is This?) and B (L is for Liberty)	Social Studies and ELA as determined in previous indicators
Marking Period 4 Civics and Government, History, Geography, Economics 45 days	Civics and Government, History, Geography, Economics	Social Studies and ELA as determined in previous indicators
School Year		
This unit of study will be taught throughout the school year, based on Pemberton Township District Cultural calendar dates.	Cultural, holiday and observance books and online resources.	Social Studies and ELA as determined in previous indicators.