

Long Beach Island Consolidated School District Curriculum Guide

Grade: 1

Content Area: Social Studies

Introduction:

Students in First Grade Social Studies will complete five units that introduce maps, holidays around the world, American heritage, functions of communities, and being a good citizen. Students will learn how to read maps from different regions and use a globe. Voting and local government positions will be discussed. All Social Studies units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018
Revised On: July 1, 2019
Revised By: C. Sheplin

Recommended Pacing Guide	
Map Skills	40 days
Holidays Around The World	27 days
American Heritage	36 days
All About Communities	34 days
Citizenship & Working Together	29 days

Unit 1: Map Skills	Duration: 40 days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 6.1 U.S. History: American in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

New Jersey Student Learning Supporting Standards:

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas. Worldwide, have contributed to cultural diffusion and economic interdependence.

Primary Interdisciplinary Connections:

Reading

- RI.1.1 Ask and answer questions about key details in a text
- RI. 1.2 Identify the main topic and retell key details of a text

Speaking and Listening

- SL. 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

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- SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

Writing

- W 1.2 Writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

Social Studies Skills

- **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.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Evidence of Student Learning

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<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Classroom Discussion ● Cooperative Learning Groups ● Directions on a Map Activity ● Family Tree Activity ● Exit Slips ● Rubrics 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Presentations or Projects ● Mapping Directional Activity ● Classroom Discussion
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Tests ● Map Skills Test ● Projects 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-Year SGO ● End of Year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students will use tools to explore, locate, and create representations on a map. ● Students will identify the purpose of maps. ● Students will identify the tools and symbols of a map. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How to understand that maps are representational? ● How to decode the map and use map tools? ● How to find specific locations on a map?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Computer ● Whiteboards ● Audio materials ● Print materials ● Manipulatives ● Journals ● Sticky Notes ● Graphic Organizers ● Read Alouds ● Google Earth ● Brainpop ● Scholastic ● Classroom Globe ● Urban, Suburban, and Rural Activity ● “Grade 1 Map Skills” by Alaska Hults 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● “O, Say Can You See?” by Sheila Keenan ● “Me on the Map” by Joan Sweeney ● “Maps Show Us the Way” by Jessica Leithauser ● “Where Is My Continent?” by Robin Nelson ● “Where Is My Country?” by Robin Nelson ● “Where Is My State?” by Robin Nelson ● Why Mosquitoes Buzz in People's Ears by Verna Aardema ● A Picture Book of Jackie Robinson by David Adler

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Amistad Resources:

Five Bold Freedom Fighters Hudson, Wade

I Have a Dream King, Martin Luther

Holocaust Resources:

A Picture Book of Anne Frank Adler, David A

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Build in more group work to allow ELL students to interact and communicate with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Use sentence frames to give students practice with academic language
- Reduce reading load. ELL students need to put a lot more effort into decoding and comprehending words in another language
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Highlight key words
- Frequently check for understanding
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide clear and specific directions
- Provide extended time as needed
- Highlight key words
- Provide manipulatives when needed
- Breakdown large assignments into small segments
- Provide breaks in between tasks

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling

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- Refer to outside counseling or similar resources if necessary
- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer tutoring. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Collaborate with language professionals and ESL teachers
- Understand students' home cultures to better comprehend their behavior in and out of the classroom
- Instruction focuses on students' creation of meaning about content in an interactive and collaborative learning environment
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning
- Integrate the arts into learning activities
- Place value on the languages and cultures of student
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues

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- Highlight key words

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Unit 2: Holidays Around the World

Duration: 27 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

New Jersey Student Learning Supporting Standards:

- 6.1.4.D.17: Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.D.18: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Primary Interdisciplinary Connections:

Reading

- RI.1.1 Ask and answer questions about key details in a text
- RI.1.2 Identify the main topic and retell key details of a text

Speaking and Listening

- SL. 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. 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- SL. 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- SL. 1.6 Produce complete sentences when appropriate to task and situation

Writing

- W.1.2 Writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

Social Studies Skills

- **Chronological Thinking**
 - Explain how the present is connected to the past.
- **Critical Thinking**

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- Distinguish fact from fiction.
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/ written format.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Evidence of Student Learning

Formative Tasks:

- Holiday Activity Booklet
- Hands on Holiday Projects
- Turn and Talk
- Exit Cards
- Holiday Interview of Classmate
- Classroom Discussion
- Anecdotal Notes

Alternative Assessments:

- Create a Holiday and design a poster
- Choose a holiday around the world and compare it to a holiday you celebrate, how is it alike and different?
- Presentations or projects
- Holiday Post Card
- Classroom Discussions

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<ul style="list-style-type: none"> ● Cooperative Learning Groups ● Exit Slips ● Rubrics 	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Tests ● Unit Region Holiday Projects ● Other Projects 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-Year SGO ● End of Year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Compare and contrast holidays celebrated across the world. ● There are varying perspectives on the way holidays are celebrated across the world. ● Many cultural traditions and heritage contribute to our states and nations diversity. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? ● How have my family heritage and traditions influenced my current family life? ● How am I connected to the past? ● How does a family’s culture and holiday celebrations differ in the United States?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Brainpop ● Holiday Around the World Activity Subscription ● Create a Passport ● Christmas Around the World Flip Book ● Multicultural Holiday Book Study ● Scholastic Readers ● Mystery Science 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● “Our Eight Nights of Hanukkah” by Michael J. Rosen ● “Celebrating Christmas” by Kimberly Roark ● “Imani’s Gift at Kwanzaa” by Denise Burden-Patmon ● “Celebrating Thanksgiving” by Joel Kupperstein ● “Thanksgiving on Plymouth Plantation” by Diane Stanley ● “One Little, Two Little, Three Little Pilgrims” by B. G. Hennessy

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- Rap A Tap Tap: Here's Bojangles - Think of That by Leo and Diane Dillon
- Jamaica's Find by Juanita Havill

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Amistad Resources:

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I Have a Dream King, Martin Luther

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Modifications/Accommodations

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Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
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Students at Risk of Failure:

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- Refer to outside counseling or similar resources if necessary
- Ensure child has access to all appropriate academic resources both in school and at home
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- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer tutoring. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
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Culturally Diverse:

- Provide social/emotional support
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- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues

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- Highlight key words

Unit 3: American Heritage

Duration: 36 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 6.1 U.S. History: American in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

New Jersey Student Learning Supporting Standards:

- 6.1.4.D.14 Trace how the American identity evolved over time
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations
- 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need

Primary Interdisciplinary Connections:

Reading

- RI.1.1 Ask and answer questions about key details in a text
- RI.1.2 Identify the main topic and retell key details of a text

Speaking and Listening

- SL.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.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

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- SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- SL. 1.6 Produce complete sentences when appropriate to task and situation

Writing

- W 1.2 Writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

Social Studies Skills

- **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 (i.e., documents, letters, diaries, maps, photos, etc.)
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/ written format.
 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
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 - 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.

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- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Evidence of Student Learning

Formative Tasks:

- Classroom Discussion
- Anecdotal Notes
- Flag Etiquette
- American Symbols Match
- Cooperative Learning Groups
- Exit Slips
- Rubrics

Alternative Assessments:

- Presentations or Projects
- Classroom Discussion

Summative Assessments:

- Unit Tests
- Projects

Benchmark Assessments:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- There are many different ways to show patriotism and to show love for one's country.
- Freedom means many things to many people and we as Americans enjoy many rights and freedoms.
- American leaders display and demonstrate honorable qualities to value our country.
- American symbols represent our country's' beliefs and values.

Essential Questions:

- What does it mean to be patriotic?
- What makes someone an "American?"
- What is a leader?
- How do Americans honor their country?
- What is an American symbol?

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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Brainpop
- United Streaming
- American Symbols Flip Book
- Flag Etiquette Studies
- Bald Eagle Project
- Presidents Day Chart
- Scholastic Readers

Varied Levels of Text:

- “The Pledge of Allegiance”
- The American Symbols Series by Scholastic
- “My Country, ‘Tis of Thee”
- Let’s Read About...George Washington, Abraham Lincoln, Martin Luther King, Jr.
- “O, Say Can You See?” by Sheila Keenan
- “The American Flag” by Tristan Binns
- “The American Flag” by Lloyd Douglas
- “The Bald Eagle” by Lloyd Douglas
- “Chicken Sunday” by Patricia Polocco
- “Just the Two of Us” by Will Smith

Amistad Resources:

Five Bold Freedom Fighters Hudson, Wade
I Have a Dream King, Martin Luther

Holocaust Resources:

A Picture Book of Anne Frank Adler, David A

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
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- Simplify written and verbal instructions
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- Use sentence frames to give students practice with academic language
- Reduce reading load. ELL students need to put a lot more effort into decoding and comprehending words in another language
- Implement pre-reading strategies such as picture walks or topic discussions

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- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Highlight key words
- Frequently check for understanding
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide clear and specific directions
- Provide extended time as needed
- Highlight key words
- Provide manipulatives when needed
- Breakdown large assignments into small segments
- Provide breaks in between tasks

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
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- Provide cooperative learning activities
- Provide assistance with organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer tutoring. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
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Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Collaborate with language professionals and ESL teachers
- Understand students' home cultures to better comprehend their behavior in and out of the classroom
- Instruction focuses on students' creation of meaning about content in an interactive and collaborative learning environment
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- Highlight key words

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Unit 4: Communities

Duration: 34 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **6.1 U.S. History: America in the World:** All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Supporting Standards:

- 6.1.4.A - Civics, Government and Human Rights
- 6.1.4.B - Geography, People and the Environment
- 6.1.4.C - Economics, Innovation and Technology
- 6.1.4.D - History, Culture and Perspectives

Primary Interdisciplinary Connections:

Reading

- RI.1.1 Ask and answer questions about key details in a text
- RI. 1.2 Identify the main topic and retell key details of a text

Speaking and Listening

- SL. 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. 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- SL. 1.6 Produce complete sentences when appropriate to task and situation

Writing

- W 1.2 Writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

New Jersey Student Learning Focus Standards:

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informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Social Studies Skills

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

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.

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21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Evidence of Student Learning

Formative Tasks:

- Classroom Discussion
- Cooperative Learning Groups
- Neighborhood vs. Community Activity
- Citizenship Webisode Participation
- Helping people in school, neighborhood, and community discussion
- Local Community Study
- Exit Slips
- Rubrics

Alternative Assessments:

- Presentations or Projects
- Local Community Items in a Bag Project
- Classroom Discussion

Summative Assessments:

- Unit Tests
- Local Community Project
- Other Projects

Benchmark Assessments:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Learn that people live in communities.
- Recognize that community members work together for the common good.
- Recognize the characteristics of cities, suburbs, and rural areas.
- Identify the significance of community landmarks.
- Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different.

Essential Questions:

- What is a community?
- What is our community made of?
- How can we help our community?
- What is your responsibility to the community?
- How can people in my school and neighborhood help people around them?
- What are my responsibilities within my school and neighborhood to demonstrate good citizenship?
- Why do communities exist?

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<ul style="list-style-type: none"> ● Identify the qualities of good citizenship and recognize ways to show good citizenship ● Identify changes in communication and transportation and explore ways that these changes have affected people’s lives. ● A community is a place where people live, work, and have fun together. ● A neighbor is someone who lives in the same neighborhood. ● There are suburban, rural, and urban areas. ● Laws are rules people in a community must follow. ● A good citizen is a member of the community who helps others. 	<ul style="list-style-type: none"> ● What are the characteristics of different communities, including specific landmarks? ● What types of transportation is available in our community? ● What laws and rules should you follow within a community?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Computer ● Document cameras ● Whiteboards ● Audio materials ● Print materials ● Manipulatives ● Journals ● Sticky Notes ● Local Maps ● Graphic Organizers ● http://goodnightstories.com/ ● http://scholastic.com ● http://lessonplanet.com ● http://socialstudiesforkids.com ● http://apples4theteacher.com ● http://brainpop.com ● http://primarygames.com ● http://bensguide.gpo.gov/k-2/governme nt/index.html ● http://www.cdm.org ● http://www.planning.org/kidsandcomm 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Franklin’s Neighborhood by Paulette Bourgeois ● Uptown by Bryan Collier ● Next Stop Grand Central by Maira Kalman ● Town and Country by Alice Provensen and Martin Provensen ● Madlenka by Peter Sis ● Mei-Mei Loves The Morning by Margaret Tsubakiyama ● Grandpa’s Corner Store by Dyanne Disalvo-Ryan ● Yard Sale! by Mitra Modarressi ● <i>Madlenka</i> by Peter Sis ● <i>Mei-Mei Loves The Morning</i> by Margaret Tsubakiyama ● <i>Grandpa’s Corner Store</i> by Dyanne Disalvo-Ryan ● <i>Yard Sale!</i> by Mitra Modarressi
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- [unity/ http://www.pbskids.org](http://www.pbskids.org)
- http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm
- www.p21.org/storage/documents/ss_map_11_12_08.pdf
- <http://www.knowitall.org/kidswork/https://www.planning.org/kidsandcommunity/>

- Sootface: An Ojibwa Cinderella Story by Robert San Souci
- Martin's Big Words: The Life of Dr. Martin Luther King, Jr by Doreen Rappaport

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Amistad Resources:

Five Bold Freedom Fighters Hudson, Wade

I Have a Dream King, Martin Luther

Holocaust Resources:

A Picture Book of Anne Frank Adler, David A

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Build in more group work to allow ELL students to interact and communicate with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Use sentence frames to give students practice with academic language
- Reduce reading load. ELL students need to put a lot more effort into decoding and comprehending words in another language
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Highlight key words
- Frequently check for understanding
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide clear and specific directions
- Provide extended time as needed
- Highlight key words
- Provide manipulatives when needed
- Breakdown large assignments into small segments
- Provide breaks in between tasks

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling

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- Refer to outside counseling or similar resources if necessary
- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer tutoring. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Collaborate with language professionals and ESL teachers
- Understand students' home cultures to better comprehend their behavior in and out of the classroom
- Instruction focuses on students' creation of meaning about content in an interactive and collaborative learning environment
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning
- Integrate the arts into learning activities
- Place value on the languages and cultures of student
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues

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- Highlight key words

Unit 5: Citizenship & Working Together

Duration: 29 days

Standards/Learning Targets

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Primary Interdisciplinary Connections:

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Writing

- W 1.2 Writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

Social Studies Skills

- **Chronological Thinking**

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- Place key historical events and people in historical eras using timelines.
- Explain how the present is connected to the past.
- **Critical Thinking**
 - Distinguish fact from fiction.
 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/ written format.
 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Evidence of Student Learning

Formative Tasks:

- Classroom Discussion

Alternative Assessments:

- Host an election.

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<ul style="list-style-type: none"> ● Cooperative Learning Groups ● Being a Good Citizen Activity ● Voting for Class Favorites... ● Follow the Leader Game ● Exit Slips ● Rubrics 	<ul style="list-style-type: none"> ● Create a list of rules for your bedroom, classroom, school, etc. ● Create a symbol to represent yourself or your home. ● Presentations or Projects ● Classroom Discussion
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Tests ● Citizenship Portfolio ● Projects 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-Year SGO ● End of Year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● A good citizen makes his or her country and community a better place. ● A good citizen follows the rules. ● The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States. ● Identify different types of groups. ● Explain the need for groups to have rules. ● Explain the need for rules and laws in the home, school, and community. ● Give examples of rules or laws that establish order, provide security, or manage conflict. ● Identify leadership roles in community, state, and country. ● Describe the responsibilities and characteristics of a good leader. ● Identify the qualities of good citizenship as demonstrated by ordinary people. ● Identify and use voting as a way to make decisions. ● Identify symbols of national identity, such as our flag and the Pledge of Allegiance. ● Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do groups need rules? ● What is a law? ● What is a rule? ● Can you tell a leader of a country, state, etc? ● What are the responsibilities and characteristics of a good leader? ● What are the qualities of a good citizen in their community? ● How does a community make decisions? ● How does an election take place? ● Who is a historical figure that exemplifies characteristics of good citizenship? ● Can you illustrate and label symbols of our national identity related to citizenship? ● Can you name or sing a patriotic song?

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- Identify historical figures who were good citizens.
- Demonstrate understanding and skills through material such as songs.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Reading literature
- Have an election, count the results together, discuss how the result is formed.
- Where I am a good citizen project
- Picture book study and class discussion
- Make a class pledge
- Create a ‘Citizenship is...’ poster
- Citizenship Flip Book
- Discussion of being a good partner/working in groups

Varied Levels of Text:

- *Woodrow, the White House Mouse* by P.C. Barnes *Washington, D.C.: A Scrapbook* by Laura Lee Benson *The Honest to Goodness Truth* by Patricia McKissack *The American Flag* by Patricia Ryon Quiri
- *The Day Gogo Went to Vote, South Africa, 1994* by Elinor Sisulu
- *If I Were President* by Catherine Stier
- *A Big Cheese for the White House: The True Tale of a Tremendous Cheddar* by Candace Fleming
- *So You Want To Be President* by Judith St. George
- *If You Lived When There Was Slavery in America* by Anne Kamma
- *Remember: The Journey to School Integration* by Toni Morrison
- <http://socialstudiesforkids.com>,
<http://apples4theteacher.com>
<http://brainpop.com>
<http://primarygames.com>
<http://www.map-reading.com/chap4.php>
<http://www.kidsplayandcreate.com/how-to-get-kids-to-work-together-games-for-kids/>

Amistad Resources:

Five Bold Freedom Fighters Hudson, Wade

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I Have a Dream King, Martin Luther

Holocaust Resources:

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- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
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Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules

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- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer tutoring. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
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