

Mendham Township

First Grade Social Studies Curriculum

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Philosophy

Social Studies is a broad subject area that includes all the disciplines considered to be part of the social sciences. The ability to participate as an informed citizen is primary to the continued progress of one's community: local, national, and international. This social studies program endeavors to provide our students with interactive experiences that integrate the content of the various social science disciplines: geography, history, economics, political science, anthropology, and sociology. It is designed to help students develop an appreciation for the values and processes of our own democratic political system as well as to develop an understanding and acceptance of the different perspectives that have created systems other than our own. An emphasis upon critical thinking is designed to empower students to become thoughtful, articulate, and active members of our society.

Goals

The Mendham Township Social Studies curriculum concerns itself with developing students who are prepared for citizenship in a democratic society as well as an increasingly interdependent global community. It is the purpose of this curriculum to offer students courses of study as well as experiences that will provide them with the necessary skills, sense of social responsibility and geographical and historical perspective necessary for responsible citizenship. For this reason, the goal of this curriculum is to develop in our students the ability to:

1. use reading, speaking, and writing skills to formulate and express their views.
2. use maps, globes, and other graphic tools to acquire, interpret, and process information.
3. apply 21st Century thinking skills in order to better understand their country's history, institutions, environment, and the forces that have shaped world cultures.
4. use computer technology to acquire, process, and report various types of information.
5. develop an understanding of the interrelatedness of the social sciences.
6. understand the principles and responsibilities of a democratic society.
7. gain a general knowledge of the geographic, economic, political, social, and cultural forces that shape a society.
8. examine and understand multiple points of view, and develop a tolerance for differing views.

9. be able to understand the relationships between historical events and human experiences as well as their effects on society.
10. become informed and active citizens, and be able to make reasonable and responsible civic choices.
11. understand that the contemporary problems of nations and the world are products of complex historical, institutional, and environmental processes.
12. gain global perspective through research and communication with people from different cultures

New Jersey Student Learning Standards-Social Studies June 2020

Mission~Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

6.1 U.S. History: America 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.

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.

Mendham Township School District Social Studies Curriculum Grade 1

Updated July 2022
Aligned NJSLS Social Studies 2020

Grade 1 Unit 1: Civics

Stage 1 - Desired Results

In order to participate in a civic and democratic society, students must demonstrate civic engagement. Civics teaches students to participate in a governing society. The very first governing society they are introduced to outside of the home is their classroom. Students will learn civic virtues, rules, and the basic principles that guide participation in a society. Students will learn how citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good. Students will learn how economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity. In this unit, students will learn how to get along in school, why it's important to learn from one another, why schools have rules, how to be a good helper, and what unique groups we belong to.

Understandings

- Local community and government leaders have roles and responsibilities to provide services for their community members.
- Rules for all to live by are a result of the actions of government, organizations, and individuals.
- The actions of individuals and government affect decisions made for the common good.
- When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.
- The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).
- 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.
- Certain character traits can help individuals become productive members of their community.
- When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.

Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- Unit Inquiry Question(s) → How do we help others?
 - Lesson 1 - How do we get along in school?
 - Lesson 2 - Why is it important to learn from each other?
 - Lesson 3 - Why do schools have rules?
 - Lesson 4 - How are we good helpers at school?
 - Lesson 5 - What groups do we belong to?

Knowledge

Students will know...

Lesson 1:

Skills

Students will be able to...

- sing a song about cooperative behaviors.

<ul style="list-style-type: none"> ● identify students’ responsibilities to one another in the school community ● identify the benefits of four ways of cooperating in school. ● explain what it means to play fairly and be a good sport. ● express comfort with people who are both similar to and different from them and engage respectfully with all people. <p>Lesson 2:</p> <ul style="list-style-type: none"> ● Identify similarities and differences among classmates. ● Compare and contrast classmates’ personal preferences and talents. ● Categorize classmates according to their special talents. ● Analyze the costs and benefits of different choices. ● Respond to diversity by building empathy, respect, understanding, and connection. <p>Lesson 3:</p> <ul style="list-style-type: none"> ● Identify the purpose and benefits of having rules at school. ● Compare rules at home with rules at school and laws in the community. ● Illustrate the consequences of following and breaking rules. ● Recognize unfairness on an individual level and its harmful impact. <p>Lesson 4:</p> <ul style="list-style-type: none"> ● Make decisions about the best way to be a good citizen. ● Describe characteristics of being a good citizen. ● Make constructive and respectful choices that consider the well-being of self and others. <p>Lesson 5:</p> <ul style="list-style-type: none"> ● Identify family, school, and community groups. ● Sort pictures according to specified criteria. ● Apply knowledge about groups to one’s own life. ● Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people. 	<ul style="list-style-type: none"> ● watch videos and then act out ways to get along with others at school. ● listen to and discuss a story about two goats who discover the importance of getting along. ● predict outcomes of behavior. ● share ideas and plans with a partner. (speaking and listening) ● read song lyrics as a shared reading experience. (reading) ● write a short sentence from a model. (writing) ● demonstrate considerate conversational behavior. (speaking and listening) ● read a fable and identify the moral. (reading) ● respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. ● contribute to group discussions. (speaking and listening) ● research a law in the community. (reading) ● write and illustrate one school rule. (writing) ● regulate one’s emotions and behaviors. ● present reasons for a choice and persuade others. (speaking) ● describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (speaking and listening) ● behave responsibly in personal and community contexts. ● recognize leadership capacity in oneself and others. ● explain reasons for a choice. (speaking) ● identify main ideas and details in the text. (reading) ● develop positive social identities based on membership in multiple groups in society. ● develop language and historical and cultural knowledge that affirm and accurately describe membership in multiple identity groups. ● recognize that people’s multiple identities interact and create unique and complex individuals.
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<p>NJSLS - Social Studies</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

- 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.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 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 the government is and its function.
- 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.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 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.

Mandates:

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Stage 2 - Assessment Evidence

Formative:

- Observations, discussions, participation

Summative:

- TCI - Inquiry Project Unit 1

<ul style="list-style-type: none"> ● Exit Tickets ● Objective Assessments ● Written Responses ● Round Table Discussions ● Student Presentations 	<ul style="list-style-type: none"> ● Lesson 1 TCI Assessment: How do we get along in school? ● Lesson 2 TCI Assessment: Why is it important to learn from each other? ● Lesson 3 TCI Assessment: Why do schools have rules? ● Lesson 4 TCI Assessment: How are we good helpers at school? ● Lesson 5 TCI Assessment: What groups do we belong to?
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Stage 3 - Learning Plan

Learning Activities:

- Sing a song about cooperative behaviors. Watch videos and then act out ways to get along with others at school. Listen to and discuss a story about two goats who discover the importance of getting along.
- Partner with a classmate to practice listening and speaking skills. Learn about why it is important to take turns talking and listening.
- Analyze videos and images to discover how rules help us get along and be safe. Then complete a puzzle and discuss how rules help us be fair.
- Practice cooperation by working together to solve puzzles, and create a skit to demonstrate leading by example.
- Identify different types of groups and what makes them special and unique. At stations, unscramble photos to reveal new vocabulary words.

Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Integrated Accommodations and Modifications:

Special Education:

Lesson 1: During Hands-On Activity: Getting Along, many students will excel with this bodily kinesthetic method of learning how to get along. Directly connect the actions students take in the skits to words and phrases in the text. Also allow for alternate methods of acting it out to allow for students with physical limitations.

Lesson 2: In the Preview, review the categories in the Activity Notes before students begin to collect their classmates' autographs. Ensure that they can identify the categories from the pictures. Also, consider asking students to focus on collecting autographs for only the first page of categories.

Lesson 3: In the Preview Activity, modify the second game to accommodate children with physical disabilities. For example, consider playing the game indoors, and establish a rule that players remain seated as they quickly pass the ball from hand to hand, without throwing it.

Lesson 4: For the topics discussed on each page in the Student Text, ask students to do a mini act-it-out or role-play for the rest of the class. For example:

- Section 1: We Take Care of Our Things: Leave out a ball from recess and ask students to model putting it away.
- Section 2: We Do Our Best: Ask students to demonstrate how to line up quickly and quietly for recess.
- Section 3: We Respect Others: Have students model an appropriate way to say "please" and "thank you."

Lesson 5: During Show What You Know, after students draw their three pictures, provide more context if they are having trouble with figuring out how to label their family (last name), school (school name), and community (e.g., city, neighborhood, team).

ELL -

Lesson 1: Create a station with “The Getting Along Song” in a listening center, and place a copy of the lyrics at the station. In the lyrics, highlight the new terms share, talk, listen, and take turns. This will help students become more familiar with the language and concept of getting along. Create simple posters for each of the terms to post around the room and refer to throughout the activities in this lesson.

Lesson 2: Give English Learners a way to understand and remember the vocabulary words alike and different, which are used throughout this lesson. Before beginning the lesson, help students create a two-column chart on construction paper. Label one column Same/Alike and the other Different. Distribute stickers—a mixed variety containing some that are alike and different—to students to place on the chart in pairs. Guide them to place a pair of identical stickers in the Same/Alike column, side by side, and a pair of unlike stickers in the Different column, again side by side. Alternatively, have the students draw (or color, cut, and paste) a pair of suitable pictures for each column. Students can refer back to this simple chart throughout the lesson when they need help remembering the meanings of these words.

Lesson 3: As you work to help students develop vocabulary throughout the lesson, use role-playing to enhance comprehension of the four new ideas: get along, be safe, be fair, and learn. For each idea, choose volunteers to act out two simple scenes: one representing the term and one representing its opposite. For example, for get along, have two students act out happily sharing a classroom item, such as crayons and then act out selfishly not sharing the same item. Discuss facial expressions, body language, and the words that people use as they practice getting along, being safe, being fair, and learning. This will give students a visual and kinesthetic memory of the meaning of each new term.

Lesson 4: Facilitate group work to ensure that all students, especially English Learners, are engaging in dialogue and have a chance to be included.

Lesson 5: Any time you discuss different types of groups, remember to highlight that people of different backgrounds/origins are an example of a type of group, as are people who speak a common language. This will help your students recognize and appreciate their different backgrounds and languages. During Hands-On Activity: Hidden Words, provide sentence frames for students to use when they share their answers (e.g., The hidden word is . . .).

Gifted and Talented -

Lesson 1: Help students find a project to improve the school community while they practice their cooperation skills (sharing, talking, listening, and taking turns). For example, they might cooperate in raising and lowering the school flags daily, sorting recyclable trash, or collecting aluminum cans. Or they could work on a project that improves the community as a whole, such as collecting food for a food bank or collecting blankets, clothing, and toiletries for a homeless shelter. Have students share their ideas for a project with the class, listen to one another, talk with partners, and finally vote on a project. Create a chart that shows how the students will take turns working on the project.

Lesson 2: Your class might enjoy acting out the fable "The Grasshopper's Choice" (in Social Studies Alive! Social Studies Stories) as a short play or as Reader's Theater. Assign different speaking roles, and for a play, encourage students to create their own simple props and costumes. Consider adding a narrator whose role is to comment on aspects of the play that relate directly to the concepts discussed in this lesson (e.g., alike, differences, learn, making choices).

Lesson 3: Start a student council for your classroom, and allow the class to vote for leaders. Officers might include a president, vice president, director of supplies, and recess coordinator. Arrange a time for this council to meet to discuss and set three classroom rules. Provide banner or poster paper, and help the council members create a large display for each rule, with words and pictures. When the council presents the rules to the class, have the rest of the students role-play what each rule looks like.

Lesson 4: For additional decision-making practice that requires students to suggest their own solutions, form small groups and present this situation: A team of four children is sitting at the art table. The teacher has asked them to work together to create a poster about Clara Barton. One person on the team is daydreaming and drawing a picture of dragons. What's the best thing to do? Tell each group to think of three possible ways to respond. Call on groups to perform act-it-outs demonstrating different responses. Student volunteers can then lead the class in the discussion of which responses are appropriate, which are not appropriate, and why they are not appropriate. Also, consider having students make and present Helping Hand Awards for a helpful character in a book—either a real person such as Clara Barton or a fictional person such as the woodcutter in "Little Red Riding Hood." Discuss with students the clues in a story that tell us whether someone is a real person or a make-believe character. Have them add the label Real or Make-believe to their book-character Helping Hand Awards.

Lesson 5: Have students interview five people outside the classroom (e.g., parents, siblings, neighbors, friends) and ask each person to name three groups to which he or she belongs. After students collect the data, have them classify each response as a family, school, or community group. Have students share their findings, and either help them or have them help each other identify patterns, similarities, and differences. Encourage students to draw conclusions such as these: Adults belong to groups. Children and adults can belong to the same groups. More adults belong to community groups than the kids in our class do.

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practice include, but are not limited to:

- Group assignments
 - Use of scribe
 - Additional time and separate room for test taking
 - Additional time for in-class assignments
 - Computer with voice output, spelling and grammar checker
 - Seating in the front of the class
 - Assignments in electronic format
1. Individualized instruction
 2. Use High Interest materials
 3. Modeling
 4. Provide Immediate Feedback
 5. Relate learning to real life situations when possible
 6. Use proximity changes about the room to keep students focused
 7. Offer a printed copy or copy of teacher notes
 8. Allow for spelling and grammar errors
 9. Offer individual help throughout the lesson
 10. Differentiated Instruction / Readings
 11. Speech to Text
 12. Modified Readings and Primary Source documents

Integrations of 21st Century Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Interdisciplinary Connections:

NJSLS - ELA

Reading:

- RL.1.1: Ask and answer questions about key details in a text.
- RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3: Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.2: Identify the main topic and retell key details of a text.
- RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7: Use the illustrations and details in a text to describe its key ideas.
- RI.1.8: Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.10: With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A: Read grade-level text with purpose and understanding.
- RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & 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.1.1.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.1.1.B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language:

- L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5.C: Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Writing:

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

- W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Technology Integration of Standards:

8.1.2.A.4.A Create a document with text formatting and graphics using a word processing program.

List of Core Instructional and Supplemental Materials:

Documents & Resources:

- TCI Social Studies Alive - My School and Family *Enhancing Learning Resources (literature, websites, activities)
- Lesson 1 - How Do We Get Along in School?
- Lesson 2 - Why Is It Important to Learn From EachOther?
- Lesson 3 - Why Do Schools Have Rules?
- Lesson 4 - How Are We Good Helpers at School?
- Lesson 5 - What Groups Do We Belong To?
- Civics and Government Series (Rules, We Have Rules, Making Rules, Learning the Rules, Play By the Rules)
- The Sneetches by Dr. Seuss
- Have You Filled Your Bucket Today? by Carol McCloud
- Know and Follow Rules by Cheri Meiners
- David Goes to School by David Shannon
- Following Rules by Cassie Mayer
- Rules for School by Alec Greven
- Never Spit on Your Shoes by Denys Cazet
- Howard P. Wigglebottom Series by Howard Binkow

Technology:

- Chromebooks
- Smart Boards

Grade 1 Unit 2: Economics

Stage 1: Desired Results

In order to make an effective economic decision, students need to understand how humans consider cost and benefits with the ultimate goal of making decisions that will enable people and societies to be as well off as possible. The first step is to understand the difference between a need and a want and how this information helps people choose resources. Students will learn how individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources. Students will learn what the possible consequences of these decisions are for individuals, groups, and societies. Students will learn how scientific and technological developments over the course of history changed the way people live and economies and governments function. In this unit, students will learn who works at their school, the wants and needs of families, how family members care for one another, and what good neighbors do.

Understandings

- Individuals make decisions based on their needs, wants, and the availability of resources.
- Limited resources influence choices.
- Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g. saving, spending, acquiring debt, investing).
- Goods and services are produced and exchanged in multiple ways.
- The availability of resources influences current and future economic conditions.
- Governments play an economic role in the lives of individuals and communities.
- There are benefits to trading goods and services with other countries.

Essential Questions

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- Unit Inquiry Question(s) → What can a trip to the store teach us about economics?
 - Lesson 6 - Who works at your school?
 - Lesson 7 - What do families need and want?
 - Lesson 8 - How do family members care for each other?
 - Lesson 9 - What do good neighbors do?

Knowledge

Students will...

Lesson 6:

- Make inferences about a person's job from video images.
- Give supporting evidence for inferences.
- Identify the contributions of service providers in the school.
- Take a "career inventory" and use it to learn about service jobs. (reading)
- Write a thank you letter to a service worker at your school. (writing)
- Identify when help is needed and who can provide it.

Skills

Students will be able to...

- Watch four videos and make a claim about the type of jobs they show.
- Use visual clues as evidence to back up your claim.
- Use money to purchase five items in the marketplace that reflect key needs and wants.
- Program Charlie Chorebot to do each chore.
- Put the chores in the correct order, step by step.
- Move around a neighborhood looking for good neighbors.
- Determine how they are making their neighborhoods better.
- Share information about neighbors by drawing their picture, sharing their name, and one thing you like about them.

- Respectfully express curiosity about the lived experiences of others.

Lesson 7:

- Distinguish between needs as things we must have to live and wants as things it would be nice to have.
- Identify food, clothing, and shelter as needs each family has.
- Understand that people use money to buy goods and services in markets.
- Explore the choices people make when buying needs and wants.
- Describe jobs that people do to earn money to meet their needs and wants.
- Identify items a family might need and want while away from home.
- Retell events in sequence. (listening and speaking)
- Make constructive and respectful choices that consider the well-being of self and others.

Lesson 8:

- Give examples of one's own family activities to relate new concepts to personal experience.
- Discuss ways to show caring within a family system by completing chores.
- Use reasoning skills to place steps for six different chores in chronological order.
- Present reasons for a choice and challenge or support others' choices. (speaking and listening)
- Develop positive social identities based on their membership in multiple groups in society.

Lesson 9:

- Define the concepts of neighborhood and neighbors.
- Identify the types of behavior that characterize good neighbors.
- Evaluate behaviors and choose those that illustrate a way of being neighborly.
- Apply new learning in a personal statement. (writing)

<ul style="list-style-type: none"> ● Express comfort with people who are both similar to and different from themselves and engage respectfully with all people. 	
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<p>NJSLS - Social Studies</p> <ul style="list-style-type: none"> ● 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.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.1: Describe the skills and knowledge required to produce specific goods and services. ● 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). ● 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. ● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. ● 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. 	
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<p>Mandates:</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>	
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Stage 2 - Assessment Evidence

<p>Formative:</p> <ul style="list-style-type: none"> ● Observations, discussions, participating ● Exit Tickets ● Objective Assessments ● Written Responses ● Round Table Discussions ● Student Presentations 	<p>Summative:</p> <ul style="list-style-type: none"> ● TCI - Inquiry Project Unit 2 ● Lesson 6 TCI Assessment: Who works at your school? ● Lesson 7 TCI Assessment: What do families need and want? ● Lesson 8 TCI Assessment: How do family members care for each other? ● Lesson 9 TCI Assessment: What do good neighbors do?
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Stage 3 - Learning Plan

Learning Activities:

- Watch four videos and make a claim about the type of jobs they depict. Use visual clues as evidence to back up your claim.
- Use your money to purchase five items in the marketplace that reflect key needs and wants. What will you purchase? How much will you spend?
- Program Charlie Chorebot to do each chore. Put the chores in the correct order, step by step.
- Secretly move around a neighborhood with your binoculars, looking for good neighbors. Can you see how they are making their neighborhoods better?

Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Integrated Accommodations and Modifications:

Special Education -

Lesson 6: After students read about the different service jobs at school, break the class up into groups, assign each group a worker, and have them prepare a skit showing what that worker does in their job and what makes their job difficult. In this way, the learning will be reinforced through multiple modalities (including physically acting out what the student has learned) and students will have the opportunity to work with learners of different abilities.

Lesson 7: During Hands-On Activity: Playing the Marketplace Game, provide additional support as needed to students who need assistance managing their playing chips and doing the required subtraction.

Lesson 8: After completing the Show What You Know activity, help students to write out the steps to complete the chores they have chosen to draw to reinforce the lesson's content through multiple modalities.

Lesson 9: Have students role-play being good neighbors. Ask for a few volunteers to act out something a good neighbor would do (such as cleaning up, helping an elderly neighbor cross the street, or waving hello), and have the rest of the class guess the behavior or task that is being modeled. This will give students the opportunity to see and then physically model concepts from the lesson.

ELL -

Lesson 6: During Hands-On Activity: Exploring Service Jobs at Your School, help students to put their guess and reasoning for that choice in writing to practice vocabulary pertaining to the jobs discussed in this lesson.

Lesson 7: Give students sentence frames when discussing needs and wants to help English learners to participate in discussions of the Hands-On Activity: Playing the Marketplace Game and Extension: Discussing Needs and Wants.

Lesson 8: Use role-playing to help students develop vocabulary pertaining to the chores discussed in this lesson. Choose volunteers to act out different household chores and have the class guess which chore is being shown. This will provide English learners an opportunity to learn and practice new vocabulary to better participate in the Hands-On Activity: Programming Charlie Chorebot.

Lesson 9: During the Hands-On Activity: I Spy a Good Neighbor, have students write out their guesses for each video. Provide sentence frames and a word bank with terms students might find useful.

Gifted and Talented -

Lesson 6: After reading Social Studies Stories: Ms. Johnson Has Many Jobs, have students complete a research project in which they ask parents or a librarian to help them find the name of a leader in your state. Ask students to enlist the help of adults or older siblings in finding Internet or newspaper pictures of these people, which can be made into a class

display of “Our Leaders.” Use this display to have students write “Who Am I?” riddles to present to their classmates. They might model their riddles on those in Sections 2–5 of this lesson.

Lesson 7: Enlist student help in setting up a simulated grocery store. Distribute index cards and have mixed-ability pairs use these to draw and label individual grocery items for sale. You might provide grocery flyers as a source of ideas. Assign a simple price to each item. Ask for volunteers to perform the service jobs in the store—stock clerks, store manager, cashiers, baggers. Put the managers and stock clerks in charge of arranging the grocery items in general categories on a table or other surface. Give each remaining pair a fixed amount of play dollars to “buy groceries” for their family. When they have spent their money, have them write a short “shopping report” listing what they bought and labeling each item a need or a want. Have students take turns working in the store so that service workers also have a chance to shop.

Lesson 8: Have students work on a school-wide plan similar to the one made by the students at Park School as described in the Social Studies Story: Taking Care of Earth. For example, if the students pledge to reduce the amount of trash in the school, have them deliver their pledge to one class at each grade in your school. After sharing their own pledges, students can provide ideas that might encourage second, third, or fourth graders to contribute to the plan. Students can then report back how the classes at the other grades will support the idea of “greening” your school.

Lesson 9: After reading Social Studies Stories: Trading for Apples, have students create their own barter story with themselves as the main character. As a prewriting activity, have each of them identify something they want or need, something they have to offer in a trade, and four things their friends might want to trade. Then have each student create a series of four pictures that show the sequence of exchanges they make and with whom, captioning each picture with one or two sentences. They can share their picture stories with their classmates.

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practice include, but are not limited to:

- Group assignments
 - Use of scribe
 - Additional time and separate room for test taking
 - Additional time for in-class assignments
 - Computer with voice output, spelling and grammar checker
 - Seating in the front of the class
 - Assignments in electronic format
1. Individualized instruction
 2. Use High Interest materials
 3. Modeling
 4. Provide Immediate Feedback
 5. Relate learning to real life situations when possible
 6. Use proximity changes about the room to keep students focused
 7. Offer a printed copy or copy of teacher notes
 8. Allow for spelling and grammar errors
 9. Offer individual help throughout the lesson
 10. Differentiated Instruction / Readings
 11. Speech to Text
 12. Modified Readings and Primary Source documents

Integration of 21st Century Skills:

- 9.1.2.FP.2: Differentiate between financial wants and needs.

- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

Interdisciplinary Connections:

NJSLS - ELA

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.
- RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7: Use the illustrations and details in a text to describe its key ideas.
- RI.1.8: Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.10: With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A: Read grade-level text with purpose and understanding.
- RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & 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.1.1.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.1.1.B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language:

- L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5.C: Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Writing:

- W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Technology Integration of Standards:

8.1.2.A.4.A Create a document with text formatting and graphics using a word processing program.

List of Core Instructional and Supplemental Materials:

Documents & Resources:

- TCI Social Studies Alive - My School and Family *Enhancing Learning Resources (literature, websites, activities)
- Lesson 6: Who works at your school?
- Lesson 7: What do families need and want?
- Lesson 8: How do family members care for each other?
- Lesson 9: What do good neighbors do?
- Alexander Who Used to be Rich Last Sunday by JudithViorst
- Franklin’s Neighborhood by Paulette Bourgeois
- A Birthday for Frances by Russell Hoban
- Pigs Will Be Pigs by Amy Axelrod
- The Berenstain Bears Get the Gimmes by Stan & JanBerenstain-
- A Chair for My Mother by Vera Williams
- Needs and Wants by Susan Ring
- If You Give a Mouse a Cookie by Laura Numeroff (distinguish between goods & services)

Technology:

- Chromebooks
- LCD Projectors

Grade 1 Unit 3: Geography

Stage 1: Desired Results

Geographic inquiry helps students understand and appreciate their place in the world. Students with an understanding of geographic reasoning are able to use spatial reasoning when asking and answering questions, apply these skills to geographical representations on maps, and grow their spatial perspective. Students will learn about where they are in the world and how this affects the way they live. Students will learn how physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations. In this unit, students will learn to use a map key and compass rose, how families are special, where families live, and unique family traditions.

Understandings

- Physical and human characteristics affect where people live (settle).
- A map is a symbolic representation of selected characteristics of a place.
- Geographic data can be used to identify cultural and environmental characteristics of places.
- Environmental characteristics influence the how and where people live.
- Global interconnections occur between human and physical systems across different regions of the world.

Essential Questions

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- Unit Inquiry Question(s) → How can you show where you live?
 - Lesson 10 - What is a map?
 - Lesson 11 - How are families special?
 - Lesson 12 - Where do families live?
 - Lesson 13 - What are family traditions?

Knowledge

Students will know...

Lesson 10:

- Read a classroom map.
- Use a compass rose to determine direction.
- Use a compass rose and geographic clues to assemble a map puzzle.
- Read a map key and geographic clues to assemble a map puzzle.
- Identify maps that show local areas, the United States, and the world.
- Communicate clearly and effectively. (listening and speaking)
- Use a systematic approach to decision making.

Lesson 11:

- Use physiographic and cultural clues to identify the places six families live.
- Name examples for three categories of family attributes (i.e., family roles, types of home, and types of activity).
- Compare and contrast communities in terms of their physical features, climate, and human activities.

Skills

Students will be able to...

- Use a compass rose and map key to read a map of a small town in Kansas.
- Use a compass rose to complete a jigsaw puzzle of another map.
- Visit six families on a road trip across America to learn about how they are special. Then play charades to act out different activities they like to do.
- Visit six communities around the United States to discover how geography affects the way people live.
- Watch videos of some unique family traditions around the world. Then discuss which ones you and your family might like to try.

- Use key details to describe characters, settings, and their major events or activities.(speaking)
- Describe the connection between two individuals, events, ideas, or pieces of information in a text. (reading)
- Identify basic similarities in and differences between two texts of the same topic. (reading)
- Describe how families are both similar to and different from each other.
- Recognize traits of the dominant culture, home culture, and other cultures.
- Respond to diversity by building empathy, respect, understanding, and connection.

Lesson 12:

- Show how geography affects the way of life in different regions across the United States.
- Use the geographic inquiry process to analyze videos of various environments and explain how they affect peoples' lives.
- Identify cultural and environmental characteristics of a place.
- Plain how weather, climate, and other environmental characteristics affect people's lives.
- Identify facts and concepts associated with a supporting question.
- Identify facts and concepts associated with a supporting question.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (speaking)
- Compare cultural and physical traits of different places.

Lesson 13:

- Compare and contrast one's own family traditions with the traditions of other families.
- Identify a tradition associated with a particular part of the world.
- Identify and discuss fun family traditions from all over the world.
- Learn how family traditions reflect local and regional cultures.
- Describe the connection between events and ideas as they relate to traditions. (speaking)
- Respectfully express curiosity about the history and lived experiences of others and will

exchange ideas and beliefs in an open-minded way.	
<p>NJSLS - Social Studies</p> <ul style="list-style-type: none"> ● 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.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.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. ● 6.3.2.GeoG1.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. ● 6.3.2.GeoG1.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. ● 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. 	
<p>Mandates:</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>	
<p>Stage 2-Assessment</p>	
<p>Formative:</p> <ul style="list-style-type: none"> ● Observations, discussions, participation ● Exit Tickets ● Objective Assessments ● Written Responses ● Round Table Discussions ● Student Presentations 	<p>Summative:</p> <ul style="list-style-type: none"> ● TCI - Inquiry Project Unit 3 ● Lesson 10 TCI Assessment - What is a map? ● Lesson 11 TCI Assessment - How are families special? ● Lesson 12 TCI Assessment - Where do families live? ● Lesson 13 TCI Assessment - What are family traditions?

Stage 3 - Learning Plan

Learning Activities:

- Use a compass rose and map key to read a map of a small town in Kansas. Then use a compass rose to complete a jigsaw puzzle of another map.
- Visit six families on a road trip across America to learn about how they are special. Then play charades to act out different activities they like to do.
- Visit six communities around the United States to discover how geography affects the way people live.
- Watch videos of some unique family traditions around the world. Then discuss which ones you and your family might like to try.

Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Integrated Accommodations and Modifications:

Special Education -

Lesson 10: As students complete the Preview Activity by coloring items in the map in their Student Journals, have them also identify the location of those items in their own classroom. This will allow students to engage with the content through multiple modalities (visual and kinesthetic). Have students complete the activity in groups to allow students the opportunity to work with learners of different abilities.

Lesson 11: Provide additional support during the writing portion of the Show What You Know activity. Have students draw the pictures and dictate the text they want into a tape recorder. After a teacher, assistant, or parent volunteer transcribes the text onto paper, students can read their words while listening to the tape, thereby reviewing the concepts with both visual and auditory input.

Lesson 12: For the Show What You Know activity, have students draw pictures of the three family activities they listed. Assist students with the writing portion as needed.

Lesson 13: As students complete their Activity Notes and Show What You Know, have them dictate their ideas to someone who can record the words if they struggle with the writing portion of these tasks.

ELL -

Lesson 10: Have students make picture dictionaries for the vocabulary and other map-related words from this lesson. They might include these terms: map, symbol, map key, direction, compass rose, door, table, desk, cabinet, basket, circle, round, rectangle. Each page in the dictionary should include a simple picture and the related word. Students can color or draw their own pictures and copy (or trace) the terms from the Student Journal. Bind each picture dictionary with staples or rings for the student's reference throughout the lesson.

Lesson 11: As students complete the Show What You Know activity by illustrating the front of a postcard, have them dictate the writing portion on the back of the postcard. Write the sentence for them on the first line. Then have students copy the sentence on the line below to practice reading and writing the words.

Lesson 12: Before Hands-On Activity: Discovering How Geography Affects Our Lives, provide English learners sentence frames for topics such as the weather, geography, and various activities. This will help students practice vocabulary and ensure that they can participate in class discussion during the activity.

Lesson 13: During Extension: Explore Your Traditions, have students discuss their traditions in pairs before sharing with the class. Provide students with sentence frames to facilitate discussion and writing about family traditions.

Gifted and Talented -

Lesson 10: Have students work together to create simple maps of their own classroom. Ask them to make up five directions for others to follow as they look at these classroom maps. Later, students can apply what they know about maps by creating a map of their ideal classroom.

Lesson 11: Write the words spring, summer, fall, and winter on the board. Have students draw from two to four pictures that they could send to a pen pal to show the activities they do with their families. Encourage students to reflect on their favorite family traditions or holidays that take place in each season. Students should title each picture and write one or more sentences describing what is special about that season where they live. Have volunteers share their work to start a class discussion.

Lesson 12: On the board or wall, create a large poster divided into four squares. Label each square with one of the geographic topics students will be learning about: landforms, weather, transportation, and activities. Before the lesson, have students guess what these things mean and how they might apply to their local geography. Throughout the lesson, have students add words and images to the board to illustrate how geography impacts their area. Encourage families to help their students find or take photos of your area that can be added to the board.

Lesson 13: Have students use one of the special family traditions they illustrated for the Show What You Know assignment, or another tradition of their choice, to create a short play to bring that tradition to life for the class. Have students create props and a few lines of dialogue for one or more characters and then present the play to the class. An additional challenge would be to have students present the skit without identifying the tradition, asking classmates to guess the tradition by using clues from the dialogue, props, and actions.

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practice include, but are not limited to:

- Group assignments
 - Use of scribe
 - Additional time and separate room for test taking
 - Additional time for in-class assignments
 - Computer with voice output, spelling and grammar checker
 - Seating in the front of the class
 - Assignments in electronic format
1. Individualized instruction
 2. Use High Interest materials
 3. Modeling
 4. Provide Immediate Feedback
 5. Relate learning to real life situations when possible
 6. Use proximity changes about the room to keep students focused
 7. Offer a printed copy or copy of teacher notes
 8. Allow for spelling and grammar errors
 9. Offer individual help throughout the lesson
 10. Differentiated Instruction / Readings
 11. Speech to Text
 12. Modified Readings and Primary Source documents

Integration of 21st Century Skills:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections:

NJSLS - ELA

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.
- RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7: Use the illustrations and details in a text to describe its key ideas.
- RI.1.8: Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.10: With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A: Read grade-level text with purpose and understanding.
- RF.1.4.C.: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & 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.1.1.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.1.1.B.: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2.: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language:

- L.1.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5.: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5.C: Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Writing:

- W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

- W.1.2.: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Technology Integration of Standards:

8.1.2.A.4.A Create a document with text formatting and graphics using a word processing program.

List of Core Instructional and Supplemental Materials:

Documents & Resources:

- TCI Social Studies Alive - My School and Family activities)
- Lesson 10 - What is a map?
- Lesson 11 - How are families special?
- Lesson 12 - Where do families live?
- Lesson 13 - What are family traditions?
- *Enhancing Learning Resources (literature, websites,
- Block Buddies Atlas Program
- Follow that Map!: A First Book of Mapping Skills by Scot Ritchie
- Me On The Map by Joan Sweeney
- There's a Map on My Lap!: All About Maps by Tish Rabe
- Mapping Penny's World by Loreen Leedy
- This is the Way We Go to School by Edith Baer
- Mouse Views: What the Class Pet Saw by Bruce McMillan

Technology:

- Chromebooks
- LCD Projectors

Grade 1 Unit 4: History

Stage 1: Desired Results

Students will learn how our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how they influence our beliefs and decisions about current public policy issues. Students will learn how the study of multiple perspectives, beliefs systems, and cultures provides a context for understanding and challenging public actions and decisions in a diverse and interdependent world. In this unit, students will learn ways that families and schools have changed over time.

Understandings

- Historical timelines put events in chronological order to help people understand the past.
- Understanding the past helps to make sense of the present.
- Two or more individuals can have a different understanding of the same event.
- Respecting and understanding the view of others helps one learn about various perspectives, thoughts, and cultures.
- The nature of history involves stories of the past preserved in a variety of courses.
- Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.
- Historians create arguments outlining ideas of explanations based on evidence.

Essential Questions

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- Unit Inquiry Question(s) → In what ways have schools and families changed over time?
 - Lesson 14 - What was school like long ago?
 - Lesson 15 - How do families change over time?

Knowledge

Students will know...

Lesson 14:

- Predict uses of pictured historical artifacts.
- Compare and contrast past and present school life, with an emphasis on schoolhouses, classrooms, classwork, and children's lives.
- Analyze primary source photographs to make inferences about school life long ago.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (reading)
- Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels.

Lesson 15:

- Identify three ways in which families change over time.
- Name responsibilities and activities that change as a child grows older.

Skills

Students will be able to...

- Analyze photographs to discover what school was like long ago. Then categorize images from the past as examples of schoolhouses, classrooms, classwork, or children's lives.
- Analyze objects from the past to discover what life might have been like for your family when they were kids.
- Solve timelines by reading stories, analyzing images, and using sequence words as clues.

<ul style="list-style-type: none"> ● Identify at least two reasons for changes in family size. ● Compare old and new ways of doing work. ● Predict future changes in a family. ● Recount two or more appropriately sequenced events. (could be Listening and Speaking too) ● Respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. 	
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<p>NJSLS - Social Studies</p> <ul style="list-style-type: none"> ● 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. ● 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.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.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). 	
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<p>Mandates</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>	
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<p>Stage 2-Assessment</p>	
<p>Formative:</p> <ul style="list-style-type: none"> ● Observations ● Discussions ● Participation 	<p>Summative:</p> <ul style="list-style-type: none"> ● TCI - Inquiry Project Unit 4 ● Lesson 14 TCI Assessment - What was school like long ago?

<ul style="list-style-type: none"> ● Exit Tickets ● Objective Assessments ● Written Responses ● Round Table Discussions ● Student Presentations 	<ul style="list-style-type: none"> ● Lesson 15 TCI Assessment - How do families change over time?
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Stage 3- Learning Plan

Learning Activities:

- Analyze photographs to discover what school was like long ago. Then categorize primary sources from the past as examples of schoolhouses, classrooms, classwork, or children’s lives.
- Analyze objects from the past to discover what life might have been like for your family when they were kids. Solve timelines by reading stories, analyzing images, and using sequence words as clues.

Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Integrated Accommodations and Modifications:

Special Education -

Lesson 14: For the Show What You Know activity, help students generate ideas by identifying the categories of school life that were discussed during the lesson: heating, lighting, student seating, tools for reading, tools for writing. Model a comparison of the past and present in terms of these categories, listing them in a three-column chart. For example: We talked about how schools were heated in the past (a coal-burning stove) and how our school is heated today (oil furnace in the basement). How might a school of the future be heated?

Lesson 15: To help foster understanding of the key vocabulary concepts from this lesson (grow, change, and move), consider playing a game of charades. Have students act out growing, shrinking, changing, and moving as their classmates guess which concept is being demonstrated.

ELL -

Lesson 14: Help students make flashcards for the vocabulary words and other unfamiliar words used throughout this lesson (such as lantern, chalkboard, wood burning stove, thermostat). Encourage students to refer to their flashcards as needed during the lesson, enabling them to fully participate in all activities.

Lesson 15: Throughout the lesson, students are given the option to respond to prompts with drawings or in writing. To develop fluency, encourage students to write captions for their drawings and draw pictures to accompany written responses.

Gifted and Talented -

Lesson 14: After reading Social Studies Stories: From Buggies to Blastoff! use Mister Bob's story as a model of the way people who have lived a long time can teach us something about history. As a class, brainstorm interview questions that students could ask older members of their own communities to obtain information about the past. Help each student write two or three questions on a particular topic, such as cooking and meals, jobs, what children did for fun, houses, telephones, mail, stores and shopping, or any topic of their choice. Then have students conduct their interviews outside of school and write and illustrate a short report on what they learned. If some students have no one to interview, they could work with an adult to find information on their topic in the library or online.

Lesson 15: To build upon the concepts introduced in Hands-On Activity: How Time Has Changed Families, ask students to write a simple story about their families through two or three generations: their grandparents, their parents,

and themselves. Have students incorporate the information recorded in their Activity Notes. To gather additional information for their story, they will need to interview older family members about their younger days. Help them come up with interview questions to ask at home. For example: Where did you live as a child? What was your favorite toy or game? What chores did you have? How was your life different from mine? Students' stories should emphasize how things have changed over time, comparing their family's past to their present life. Students might include old photos, or pictures they have drawn based on old photos, to illustrate their story.

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
- 1. Individualized instruction
- 2. Use High Interest materials
- 3. Modeling
- 4. Provide Immediate Feedback
- 5. Relate learning to real life situations when possible
- 6. Use proximity changes about the room to keep students focused
- 7. Offer a printed copy or copy of teacher notes
- 8. Allow for spelling and grammar errors
- 9. Offer individual help throughout the lesson
- 10. Differentiated Instruction / Readings
- 11. Speech to Text
- 12. Modified Readings and Primary Source documents

Integration of 21st Century Skills & Life and Career Standard:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Interdisciplinary Connections:

NJSLS - ELA

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.
- RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7: Use the illustrations and details in a text to describe its key ideas.

- RI.1.8: Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.10: With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A: Read grade-level text with purpose and understanding.
- RF.1.4.C.: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & 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.1.1.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.1.1.B.: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2.: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language:

- L.1.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4.A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5.: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5.C: Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Writing:

- W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.2.: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Technology Integration of Standards:

8.1.2.A.4.A Create a document with text formatting and graphics using a word processing program.

List of Core Instructional and Supplemental Materials:

Documents & Resources:

- TCI Social Studies Alive - My School and Family
- activities)
- Lesson 14 - What was school like long ago?
- Lesson 15 - How do families change over time?

- *Enhancing Learning Resources (literature, websites)
- Celebrating Families by Rosmarie Hausherr
- Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems by Mary Ann Hoberman
- Me and My Family Tree by Joan Sweeney

Technology:

- Chromebooks
- LCD Projectors

First Grade Social Studies Pacing Guide

Unit	NJSLS	Marking Period	Weeks
Unit 1: Civics	6.1.P.A.1-3 6.1.P.B.1 6.1.P.D.1-4 6.3.4.A.1	MP 1 (Aug. - Oct.)	8-10 wks
Unit 2: Economics	6.1.P.A.1-3 6.1.P.B.1 6.1.P.D.1-4 6.1.4.A.1 6.1.4.B.1	MP 2 (Nov. - Jan.)	8-10 wks
Unit 3: Geography	6.1.4.C.2, 5, 10 6.1.P.D.2 6.1.P.A.2, 3 6.1.P.B.1, 2	MP3 (Jan. - Mar.)	8-10 wks
Unit 4: History	6.1.4.B.1, 4, 5, 8 6.1.P.A.3 6.1.P.B.1, 2	MP4 (Mar. - Jun.)	8-10 wks