Beach Haven School District

Social Studies Curriculum
Grade 1

Introduction

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Revised on:	June 22, 2022
Revised by:	Jill Falletta
Proposed Revision	Summer 2025

Recommended Pacing Guide	
Unit 1: Communities and Citizenship	60 days
Unit 2: Heritage and Holidays Around The World	60 days
Unit 3: Map Skills	60 days

Unit 1: Communities and Citizenship	**Duration:** 60 days

Suggested 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 keywords
- Provide manipulatives
- Frequently check for understanding
- Read test questions aloud
- 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/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:
- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:
- Differentiated assignments/projects/assessments
- Open-ended/abstract questions to activate higher-level thinking
- Higher-level texts
- Student developed extension activities
- Plan self-directed inquiry
- Opportunities to push assessment/activity boundaries
- Self-centered curriculum allowing for student choice
- Provide opportunities for group work with other students on their ability level
- Allow opportunities for problem-based learning
- Develop lessons that are student-centered and teacher-facilitated
- Promote creativity and critical thinking

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 the 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 the 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 to tutor. 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
- 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
- Provide vocabulary in English and Spanish when possible
- 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
- Highlight keywords
- Provide manipulatives

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Social Studies Practices	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real-world issues. Inquiries incorporating questions from various social science disciplines build an understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

New Jersey Student Learning Standards
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.CivicsPD.1**: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.   **6.1.2.CivicsPD.2**: Establish a process for how individuals can effectively work together to make decisions.   **6.1.2.CivicsDP.1**: Explain how national symbols reflect on American values and principles.

- **6.1.2.CivicsDP.2**: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3**: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.CivicsPR.1**: Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2**: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3**: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4**: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1**: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2**: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3**: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.HE.2**: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.GI.1**: Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2**: Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.EconET.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.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.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.

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.
- **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9** Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **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.

Computer Science and Design Thinking

- **8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- **8.2.2.ITH.1:** Identify products that are designed to meet human wants or needs.
- **8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key 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.
- **9.1.2.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.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: ● Turn and Talks ● Exit Tickets ● Kahoot ● Classroom Discussion ● Cooperative Learning Groups ● Rubric	**Alternative Assessments:** ● Writing Activity: What would you like to be when you grow up? Why? ● Project-Based: Create a list of rules for your bedroom, classroom, school, etc. ● Project-Based: Create a symbol to represent yourself or your home. ● Classroom Discussion
Summative Assessments: ● Participation ● Teacher Observation ● District Assessments ● Daily Activities ● Anecdotal Notes	**Benchmark Assessments:** ● District Assessments ● Daily Activities

Knowledge & Skills	
Enduring Understandings: ● Students will learn that people live in communities. ● Students will recognize that community members work together for the common good. ● Students will identify different jobs that people can have within a community. ● Students will identify the characteristics of cities, suburbs, and rural areas. ● Students will identify the significance of community landmarks. ● Students will determine similarities and differences between a city or urban area, a small town or village, and a rural area. ● Students will determine the qualities of good citizenship and recognize ways to show good citizenship.	**Essential Questions:** ● What is a community? ● What is our community made up 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? ● What are the characteristics of different communities, including specific landmarks? ● What types of transportation are available in your community? ● Can you name some jobs that are in our community?

- Students will identify changes in communication and transportation and explain how these changes have affected people's lives.
- Students will identify that a community is a place where people live, work, and have fun together.
- Students will identify that a neighbor is someone who lives in the same neighborhood.
- Students will identify the characteristics of suburban, rural, and urban areas.
- Students will identify that laws are rules people in a community must follow.
- Students will determine the qualities that make a good citizen.
- Students will identify symbols of the United States such as the American flag, the Statue of Liberty, the Liberty Bell, and the bald eagle.
- Students will identify different types of groups and explain the need for groups to have rules.
- Students will explain the need for rules and laws in the home, school, and community.
- Students will identify examples of rules or laws that establish order, provide security, or manage conflict.
- Students will identify leadership roles in the community, state, and country and describe the responsibilities and characteristics of a good leader.
- Students will identify and use voting as a way to make decisions.
- Students will recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.
- Students will identify historical figures who were good citizens.

- What laws and rules should you follow within a community?
- What are the responsibilities and characteristics of a good leader?
- What are the qualities of a good citizen in your community?
- How does a community make decisions?
- How does an election take place?
- Who is a historical figure that exemplifies the characteristics of good citizenship?
- Can you illustrate and label symbols of your national identity related to citizenship?
- Can you name or sing a patriotic song?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:	Varied Levels of Text:
● BrainPop Jr. ● Scholastic News Weekly Magazine	● *Franklin's Neighborhood* by Paulette Bourgeois ● *Uptown* by Bryan Collier ● *Next Stop Grand Central* by Maira Kalman

- Google Earth - Youtube - Scholastic - PBS Kids - Kids Play and Create - Children's Discovery Museum *Into Social Studies: The World Around Us* by Houghton Mifflin Harcourt - Rules and Laws - Neighborhoods - U.S. Symbols	*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 *Sootface: An Ojibwa Cinderella Story* by Robert San Souci *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport *Whose Hat is This?* by Sharon Katz Cooper *Whose Vehicle is This?* by Sharon Katz Cooper *A Day in the Life of A Nurse* by Connie Fluet *A Day in the Life of Garbage Collector* by Nate LeBoutillier *A Day in the Life of a Construction Working* by Heather Adamson *Farmers Help* by Dee Ready *Let's Meet a Teacher* by Bridget Heos *Let's Meet a Veterinarian* by Gina Bellisario *Let's Meet a Dentist* by Bridget Heos *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

Unit 2: Heritage and Holidays Around the World	**Duration:** 60 days

Suggested Accommodations

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- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
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504 Plans:
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Gifted and Talented:
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- 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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Holocaust	Amistad	LGBTQ & Disabilities	DEI

Social Studies Practices	
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Gathering and	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability

Evaluating Sources	of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

New Jersey Student Learning Standards
● **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.   ● **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).

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.   ● **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.   ● **RI.1.7** Use the illustrations and details in a text to describe its key ideas.   ● **RI.1.9** Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).   **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.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, 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.

Computer Science and Design Thinking

- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning
Formative Tasks: ● Turn and Talks ● Exit Tickets ● Kahoot ● Classroom Discussion ● Cooperative Learning Groups ● Rubric	**Alternative Assessments:** ● Project-Based: Create a poster about his/her heritage. ● Writing Task: Choose a holiday around the world and compare it to a holiday you celebrate, how is it alike and different? ● Holidays Around the World Presentations ● Classroom Discussion

Summative Assessments: ● Participation ● Teacher Observation ● District Assessments ● Daily Activities ● Anecdotal Notes	**Benchmark Assessments:** ● District Assessments ● Daily Activities

Knowledge & Skills

| **Enduring Understandings:**
● Students will identify different ways to show patriotism.
● Students will determine the meaning of "freedom".
● Students will identify how American leaders display and demonstrate honorable qualities to value our country.
● Students will identify American symbols that represent our country's beliefs and values.
● Students will compare and contrast holidays that are celebrated across the world.
● Students will understand that there are varying perspectives on the way holidays are celebrated across the world.
● Students will understand the many cultural traditions and heritage that contribute to our nation's diversity. | **Essential Questions:**
● What does it mean to be patriotic?
● What is a leader?
● How do Americans honor their country?
● What is an American symbol?
● 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 do a family's culture and holiday celebrations differ in the United States?
● What other holidays are celebrated in other cultures?
● How does your culture compare to other cultures?j |

Core Instructional & Supplemental Materials

| **Suggested Activities/Resources:**
● BrainPop Jr.
● Scholastic News Weekly Magazine
● Google Earth
● SeeSaw
● Google Slides
● Youtube | **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 |

● *Into Social Studies: The World Around Us* by Houghton Mifflin Harcourt
   ○ Holidays
   ○ Yesterday and Today
   ○ The American People
	● *The American Flag* by Lloyd Douglas
	● *The Bald Eagle* by Lloyd Douglas
	● *Chicken Sunday* by Patricia Polacco
	● *Just the Two of Us* by Will Smith
	● *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
	● *Rap A Tap Tap: Here's Bojangles - Think of That* by Leo and Diane Dillon
	● *Jamaica's Find* by Juanita Havill

Unit 3: Map Skills	**Duration:** 60 days

Suggested 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 keywords

- Provide manipulatives
- Frequently check for understanding
- Read test questions aloud
- 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/Students with Disabilities:
- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:
- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:
- Differentiated assignments/projects/assessments
- Open-ended/abstract questions to activate higher-level thinking
- Higher-level texts
- Student developed extension activities
- Plan self-directed inquiry
- Opportunities to push assessment/activity boundaries
- Self-centered curriculum allowing for student choice
- Provide opportunities for group work with other students on their ability level
- Allow opportunities for problem-based learning
- Develop lessons that are student-centered and teacher-facilitated
- Promote creativity and critical thinking

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 the 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 the 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 to tutor. 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
- 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
- Provide vocabulary in English and Spanish when possible
- 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
- Highlight keywords
- Provide manipulatives

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Social Studies Practices	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build an understanding of the past, present, and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating, and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of the information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

New Jersey Student Learning Standards

- **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.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).

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 1.4** 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** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Computer Science and Design Thinking

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
- **8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: ● Turn and Talks ● Exit Tickets ● Classroom Discussion ● Cooperative Learning Groups ● Rubric	**Alternative Assessments:** ● Project-Based: Create a map with a key. ● Classroom Discussion
Summative Assessments: ● Participation ● Teacher Observation ● District Assessments ● Daily Activities ● Anecdotal Notes	**Benchmark Assessments:** ● District Assessments ● Daily Activities

Knowledge & Skills	
Enduring Understandings: ● Students will identify the purpose of maps. ● Students will identify the tools and symbols on a map. ● Students will use tools and symbols to explore, locate, and create representations on a map. ● Students will use maps to identify physical features, such as landmarks.	**Essential Questions:** ● What is the purpose of maps? ● What are the different map tools? How do people use these map tools? ● How can you find specific locations on a map? ● Why is having an understanding of maps and globes important?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:	Varied Levels of Text:
- BrainPop Jr. - Scholastic News Weekly Magazine - Google Earth - SeeSaw - Youtube *Into Social Studies: The World Around Us* by Houghton Mifflin Harcourt - Where we live - Maps and Globes - Goods & Services	*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 *Landmarks* by Katie Wilson