

Audubon Public Schools



Grade 1: Social Studies

Curriculum Guide

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August 15, 2019

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Course Description

Grade 1: Social Studies

In first grade, social studies education provides learners with the knowledge, skills, and perspectives needed to become active learners and informed citizens. Learners are encouraged to consider the perspectives and values of other societies both past and present, and how influential leaders have shaped our lives and government. Instruction expands to demonstrate how needs are met by being responsible members of the community. Students will also be given an opportunity to explore maps, globes, and landforms of the world in order to enhance their understanding of the physical features of the world we live in. Throughout the year, social studies is meant to bridge the connection between people, places, and events of the past and present using hands-on activities, exploration, and technology to engage 21st century learners.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.1.P.A.1 ● 6.1.P.A.2, ● 6.1.P.A.3 ● 6.1.4.A.1 ● 6.1.4.A.3 ● 6.1.4.A.11 ● 6.3.4.D.1 	<ul style="list-style-type: none"> ● SL.1.1-5 ● RL.1.1-7 ● RI.1.1-4 ● RI.1.6-9 ● W.1.1-4 ● L.1.1-6 ● L.1.2
Unit 2	<ul style="list-style-type: none"> ● 6.1.P.A.3 ● 6.1.P.D.1 ● 6.1.P.D.2 ● 6.1.P.D.3 ● 6.1.P.D.4 ● 6.1.4.D.16 	<ul style="list-style-type: none"> ● SL.1.1-5 ● RL.1.1-7 ● RI.1.1-4 ● RI.1.6-9 ● W.1.1-4 ● L.1.1-6 ● L.1.2
Unit 3	<ul style="list-style-type: none"> ● 6.1.P.D.1 ● 6.1.P.D.2 ● 6.1.P.D.3 ● 6.1.P.D.4 ● 6.1.4.D.13 ● 6.1.4.D.17 ● 6.1.4.D.18 ● 6.1.4.D.19 	<ul style="list-style-type: none"> ● SL.1.1-5 ● RL.1.1-7 ● RI.1.1-4 ● RI.1.6-9 ● W.1.1-4 ● L.1.1-6 ● L.1.2
Unit 4	<ul style="list-style-type: none"> ● 6.1.4.A.9 ● 6.1.4.A.10 ● 6.1.4.A.12 ● 6.1.4.D.1 	<ul style="list-style-type: none"> ● SL.1.1-5 ● RL.1.1-7 ● RI.1.1-4 ● RI.1.6-9

	<ul style="list-style-type: none"> ● 6.1.4.D.12 ● 6.1.4.D.13 ● 6.1.4.D.17 ● 6.1.4.D.19 ● 6.1.4.D.20 	<ul style="list-style-type: none"> ● W.1.1-4 ● L.1.1-6 ● L.1.2
Unit 5	<ul style="list-style-type: none"> ● 6.1.P.B.1 ● 6.1.P.B.2 ● 6.1.4.B.1 ● 6.1.4.B.2 ● 6.1.4.B.4 ● 6.1.4.B.5 ● 6.1.4.B.6 ● 6.1.4.B.7 ● 6.1.4.B.8 	<ul style="list-style-type: none"> ● SL.1.1-5 ● RL.1.1-7 ● RI.1.1-4 ● RI.1.6-9 ● W.1.1-4 ● L.1.1-6 ● L.1.2
Unit 6	<ul style="list-style-type: none"> ● 6.1.4.B.5 ● 6.1.4.B.8 ● 6.1.4.C.2 ● 6.1.4.C.4 ● 6.1.4.C.9 	<ul style="list-style-type: none"> ● SL.1.1-5 ● RL.1.1-7 ● RI.1.1-4 ● RI.1.6-9 ● W.1.1-4 ● L.1.1-6 ● L.1.2
Unit 7	<ul style="list-style-type: none"> ● 6.1.4.C.2 ● 6.1.4.C.3 ● 6.1.4.C.4 ● 6.1.4.C.5 ● 6.1.4.C.8 ● 6.1.4.C.9 	<ul style="list-style-type: none"> ● SL.1.1-5 ● RL.1.1-7 ● RI.1.1-4 ● RI.1.6-9 ● W.1.1-4 ● L.1.1-6 ● L.1.2

Social Studies	Grade 1	Unit 1 Communities	Trimester 1 Sept.-Nov.
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Focus Indicator(s)	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.2.4.D.1	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Companion Standards	
SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 40px;">C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>

RI.1.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RI.1.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
W.1.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
L.11	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Use collective nouns (e.g., <i>group</i>). B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment (Community, citizen, rules, laws, fairness, responsibility) ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Create a poster showing classroom, family or school rules and verbally present the work ● Write a letter to someone in another community sharing your description of Audubon, include physical and human characteristics. ● Use writing or technology to connect with student(s) from a different state to compare similarities & differences in their schools/towns. (Penpals)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● No David, No by David Shannon 	<ul style="list-style-type: none"> ● Read and discuss texts

<ul style="list-style-type: none"> ● Chrysanthemum by Kevin Henkes ● Lily's Purple Purse by Kevin Henkes ● What is a Community? ● What Makes a Good Citizen? ● Classroom set of rules and responsibilities. ● Bee-attitudes (HAS good citizenship statement) ● Smartboard 	<ul style="list-style-type: none"> ● Create posters to illustrate the elements of a community and citizenship ● What is a Community? ● What Makes a Good Citizen? ● Classroom Rule. ● Classroom set of rules and responsibilities. ● Bee-attitudes (HAS good citizenship statement) ● Create a classroom set of rules ● Discuss communities (groups) that people might belong to ● Tour school ● Create Friendship Heart after reading Chrysanthemum ● Practice fire safety drills ● Participate in choosing classroom helpers
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading ● Whole group discussion of informational texts ● Guided Reading-small group ● Stem Activities 	
Enduring Understanding	Essential Questions

<p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p> <p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.2.D.1 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>6.1.P.A.1 Why does our classroom need rules?</p> <p>6.1.P.A.2. What are our classroom rules and jobs?</p> <p>6.1.P.A.3 What are the appropriate behaviors for working with others in your classroom? Why are they important?</p> <p>6.1.4.A.1 Using your schema, what are rules and laws? Why are they important for a community to run smoothly?</p> <p>6.1.4.A.3 How and why do laws and rules change over time to ensure fairness and equality for everyone?</p> <p>6.1.4.A.11 How can we be good citizens in the classroom and our community?</p> <p>6.2.D.1 What is a community? How are the rights of a community’s members dependent on each person acting responsibly?</p> <p>6.3.4.D.1 In order for a community to run smoothly, all of it’s members must be treated fairly and equally. What are some actions that may hinder this? Can you propose solutions to address bullying and discrimination?</p>
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Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		

<ul style="list-style-type: none"> • Chromebooks • Internet research • Online programs 	<ul style="list-style-type: none"> • Virtual collaboration and projects • Presentations using presentation hardware and software
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Social Studies	Grade 1	Unit 2 Sense of Self And Diversity	Trimester 1 Sept-Nov
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Focus Indicator(s)	
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.1	Describe characteristics of oneself, one’s family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
Companion Standards	
SL.1.1-5	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.

	<p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>D. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>E. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
RL.1.1-7	<p>A. Ask and answer questions about key details in a text.</p> <p>B. Retell stories, including key details, and demonstrate an understanding of their central message or lesson.</p> <p>C. Describe characters, settings, and major events in a story, using key details.</p> <p>D. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>E. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>F. Identify who is telling the story at various points in a text.</p> <p>G. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>H. Compare and contrast the adventures and experiences of characters in stories.</p>
RI.1.1-4	<p>A. Ask and answer questions about key details in a text.</p> <p>B. Identify the main topic and retell key details of a text.</p> <p>C. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>D. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
RI.1.6-9	<p>A. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>B. Use the illustrations and details in a text to describe its key ideas.</p> <p>C. Identify the reasons an author gives to support points in a text.</p> <p>D. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>

W.1.1-3	<p>A. 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.</p> <p>B. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>C. 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.</p> <p>D. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
L.1.1-5	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. print all upper and lower case letters</p> <p>B. use common, proper and possessive nouns</p> <p>C. Use reuse singular and plural nouns with matching verbs in basic sentences (He hops.)</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.</p>
L.1.2	<p>A. Use end punctuation for sentences</p> <p>B. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>C. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Complete an “All About Me” book or poster celebrating their uniqueness.

	<ul style="list-style-type: none"> ● Create a classroom quilt highlighting each student and one way they are the same and one way they are different from other students in their classroom. ● act out ways that show acceptable and unacceptable behavior towards people who are different from us ● Create a classroom book on ways to show acceptance and tolerance ● Read hard copy and digital books on being yourself and diversity ● Participate in games celebrating differences. ● Encourage students to discuss their differences and answer questions ● Design a friendship quilt ● Draft a “friendship and good citizen” pledge for students to sign
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● The Brand New Kid by Katie Couric ● Different Just Like Me by Lori Mitchell ● We Are the Same, We Are Different- Scholastic Big Book ● Families by Ann Morris ● Scholastic News booklets ● Diversity Packet supplied by Bobbi Graham ● Chrysanthemum by Kevin Henkel ● Character education file of activities and books 	<ul style="list-style-type: none"> ● Smartboard/computers ● Related videos ● Guest visits from people of different cultures and ethnicities
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading ● Whole group discussion of informational texts ● Guided Reading-small group ● Stem Activities 	

Enduring Understanding	Essential Questions
<p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.P.D.1 Describe characteristics of oneself, one’s family, and others.</p> <p>6.1.P.D.2 Demonstrate an understanding of family roles and traditions.</p> <p>6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play)</p> <p>6.1.P.D.4 Learn about and respect other cultures within the classroom and community</p> <p>6.1.P.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present</p>	<p>6.1.P.A.3 Why is it important to show respect and use appropriate behaviors when working with others within your family/community? Give examples of showing respect and appropriate behavior.</p> <p>6.1.P.D.1 What are the characteristics that make you a unique individual?</p> <p>6.1.P.D.2 How can people/families be the same and how can they be different?</p> <p>6.1.P.D.3 Why is it important to be yourself yet accept and tolerate differences among members of your community?</p> <p>6.1.P.D.4 Why is it important not to bully someone because of their differences?</p> <p>6.1.P.D.16 Why is it important to be tolerant and accepting of people who are different than you? Use examples from the past and present as support.</p>

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 		<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software

Social Studies	Grade 1	Unit 3 Families and Traditions	Trimester 2 December-March
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Focus Indicator(s)	
6.1.P.D.1	Describe characteristics of oneself, one’s family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
Companion Standards	
SL.1.1-5	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p>

	<p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>D. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>E. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
RL.1.1-8	<p>A. Ask and answer questions about key details in a text.</p> <p>B. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>C. Describe characters, settings, and major events in a story, using key details.</p> <p>D. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>E. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>F. Identify who is telling the story at various points in a text.</p> <p>G. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>H. Compare and contrast the adventures and experiences of characters in stories.</p>
RI.1.1-5	<p>A. Ask and answer questions about key details in a text.</p> <p>B. Identify the main topic and retell key details of a text.</p> <p>C. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>D. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>E. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
W.1.1-3	<p>A. 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.</p> <p>B. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>C. 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.</p>
L.1.1-6	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>

	<p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>
L.1.2	<p>A. Use end punctuation for sentences</p> <p>B. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>C. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Students will compare their traditions with another country through oral discussions, written response or drawing or craft project.
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Smart Board (games, lessons), ● Book Flix, ● Holiday Books ● Christmas Around the World by Marcia Vaughan ● Scholastic News booklets ● My First Kwanza Book by Deborah Chocolate ● Celebrating Chinese New Year by Diane Hoyt-Goldsmith ● Holidays Around the World by Debra Helligman ● www.scholastic.com ● 	<ul style="list-style-type: none"> ● Smartboard/computers ● Related videos
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing 	

- Informational Reading
- Whole group discussion of informational texts
- Guided Reading-small group
- Stem Activities

Enduring Understanding

- 6.1.P.D.1** Describe characteristics of oneself, one's family and others
- 6.1.P.D.2** Demonstrate an understanding of family roles and traditions
- 6.1.P.D.3** Express Individuality and cultural diversity (e.g. through dramatic play)
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community
- 6.1.4.D.13** Describe how culture is expressed through, and influenced by the behavior of people
- 6.1.4.D.17** Explain the role of historical symbols, monuments and holidays and how they affect the American identity
- 6.1.4.D.18** Explain how an individual's beliefs, values and traditions may reflect more than one culture
- 6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Essential Questions

- 6.1.P.D.1** How will you explain how individuals and families have unique characteristics?
- 6.1.P.D.2** Why should you learn about other cultures?
- 6.1.P.D.3** In what ways can/will students express individuality and cultural diversity (through dramatic play)?
- 6.1.P.D.4** Why is it important to be tolerant and accepting of people who are different than you?
- 6.1.4.D.13** How are families around the world alike and different?
- 6.1.4.D.17** What holidays do other cultures celebrate?
- 6.1.4.D.18** Why should we learn about other cultures?
- 6.1.4.D.19** How are your family celebrations the same/different from other culture's celebrations?

Differentiation

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids

- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> • Chromebooks • Internet research • Online programs 	<ul style="list-style-type: none"> • Virtual collaboration and projects • Presentations using presentation hardware and software
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Social Studies	Grade 1	Unit 4 Past and Present	Trimester 2 December-March
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Focus Indicator(s)	
6.1.4.A.9	Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Companion Standards	
SL.1.1-5	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>D. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>E. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
RI.1.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RI.1.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
R.L.1-8	<p>A. Ask and answer questions about key details in a text.</p> <p>B. Retell stories, including key details, and demonstrate an understanding of their central message or lesson.</p> <p>C. Describe characters, settings, and major events in a story, using key details.</p> <p>D. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>E. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>F. Identify who is telling the story at various points in a text.</p> <p>G. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>H. Compare and contrast the adventures and experiences of characters in stories.</p>
W.1.1-3	<p>A. 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.</p> <p>B. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>

	C. 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.
L.1.1-6	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>
L.1.2	<p>A. Use end punctuation for sentences</p> <p>B. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>C. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Select one prominent individual or group that had an influence on shaping our country and through oral discussions, written response, a drawing or craft project, explain the significance and legacy ● Create a KWL chart for ● Have a Thanksgiving feast based on facts learned about the celebration ● Make an "I Am Thankful for" class quilt ● Play games based on the games Pilgrim students played ● Complete a Venn diagram on George Washington and Abraham Lincoln

	<ul style="list-style-type: none"> ● Act out situations (separate water fountains, schools, stores, bus boycott) that influenced MLK Jr. ● Design a classroom banner or book for MLK Jr Day titles “We are the Same. We are Different...” and draw and write one way that you are all the same and one way that you are different from others ● Color a diversity picture in which one picture is drawn and colored in a single color and then redraw that exact picture using a variety of colors (diversity and many colored skins are better than one)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● www.scholasticnews.com for stories, activities and articles on the Pilgrims voyage to America and their effect on the creation of the United States ● Smart Board files and games on Thanksgiving, President’s Day and Martin Luther King Jr. ● Bookflix ● Arthur Meets the President by Marc Brown ● Biographical books ● Scholastic Big Book: President’s Day ● Scholastic Big Book: Our Presidents ● Scholastic Big Book: Meet Martin Luther King Jr. ● The First Thanksgiving ● Nonfiction books from classroom and school library ● Youtube for Martin Luther King Jr’s “I Have a Dream” speech 	<ul style="list-style-type: none"> ● Smartboard/computers ● The Pilgrims ● From Sea to Sea ● America ● A Community’s History ● Young Abraham Lincoln ● Watch videos and movies on unit topics, ● Read fiction and nonfiction books on topics ●
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading 	

- Whole group discussion of informational texts
- Guided Reading-small group
- Stem Activities

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● 6.1.4.A.9. Students compare and contrast individuals and groups of the past and present to explain their impact. ● 6.1.A.10. Students determine how the actions of Martin Luther King Jr. and other civil rights leaders created change and inspired activism. They discuss their impact on subsequent generations. ● 6.1.4.A.11 Students explain the impact of European colonization on Native American populations. ● 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, toward the development of the United States government. ● 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage ● 6.1.4.D.13. Describe how culture is expressed through and influenced by the behavior of people. ● 6.1.4.D.14. Students use examples to explain how the American identity has evolved over time. ● 6.1.4.D.17. Students consider the role of historical symbols, monuments, and holidays on the American identity. ● 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. ● 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world? 	<ul style="list-style-type: none"> ● 6.1.4.A.9. What evidence do the students use to compare and contrast individuals and groups as they explain their impact? ● 6.1.A.10. Who is Martin Luther King Jr and in what ways did he help shape our country? ● 6.1.4.A.11. Who are Pilgrims and Native Americans and how did they help to shape our country? ● 6.1.4.D.6 What influence did George Washington and Abraham Lincoln have on our nation? ● 6.1.4.D.12 In what ways did real and fictional characters shape our country? ● 6.1.4.D.13. How did the beliefs of various groups of people influence their behavior? ● 6.1.4.D.14. How do students use events to trace the evolution of the American identity? ● 6.1.4.D.17. What symbols, monuments, and holidays do students use to determine their role in the American identity? ● 6.1.4.D.19 How can individuals make a difference in our country? ● 6.1.4.D.20 What characteristics made Martin Luther King Jr., George Washington and others such good leaders?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software

Social Studies	Grade 1	Unit 5 Geography and Maps	Trimester 3 April-June
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Focus Indicator(s)	
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.4	Students discuss how landforms, weather, climate, and resources impact where people live and work.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.

	Students discuss how landforms, weather, climate, and resources impact where people live and work.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
Companion Standards	
SL.1.1-5	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>D. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>E. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
RL.1.1-8	<p>A. Ask and answer questions about key details in a text.</p> <p>B. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>C. Describe characters, settings, and major events in a story, using key details.</p> <p>D. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>E. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>F. Identify who is telling the story at various points in a text.</p> <p>G. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>H. Compare and contrast the adventures and experiences of characters in stories.</p>
RI.1.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
RI.1.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
W.1.1-3	A. 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.

	<p>B. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>C. 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.</p>
L.1.1-6	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>
L.1.2	<p>A. Use end punctuation for sentences</p> <p>B. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>C. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Create a map of the community. ● Watch DVD and smartboard files on maps and globes ● Create a map of the classroom or their room at home ● Write a class book on community helpers ● Chart landforms and features of locate community ● Practice using cardinal directions to find locations on a map ● Study and compare maps and globes ● Complete map resource book material ● Design and build a miniature community as a class or small groups

	<ul style="list-style-type: none"> • List activities that are common to the different geographical areas (i.e. mountainous areas, beach areas, flat lands, hilly areas) • Write a class book or poster to represent specific geographical locations • Read a map, identifying locations on maps and globes using a map key, compass rose, cardinal directions and other map features to locate places on maps or globes. • Create a treasure hunt using a detailed map.
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> • www.scholasticnews.com • www.maps4kids.com/ • www.kidsgeo.com/ • Scholastic News monthly booklets (Weekly Reader) • Non-fiction map and globe books and DVDs • Hard copy maps and globes • Compasses • Using Maps Resource Book by Weekly Reader (SS binder bookshelf) • Beginning Geography by Evan-Moor (SS binder on bookshelf) • Classroom and school library books • Geography/Social Studies nonfiction basket of books • Posters • Community Helpers nonfiction books and puzzles 	<ul style="list-style-type: none"> • Smartboard/computers • Me On The Map • Where We Live • Related videos
Cross-Curricular Connections	

- Consistent Academic Language
- Informational Writing
- Informational Reading
- Whole group discussion of informational texts
- Guided Reading-small group
- Stem Activities

Enduring Understanding

- **6.1.P.B.1** Develop an awareness of the physical features of the neighborhood/community.
- **6.1.P.B.2** Identify, discuss, and role-play the duties of a range of community workers
- **6.1.4.B.1.** Students compare and contrast information on different types of maps and explain their purpose.
- **6.1.4.B.4** Students discuss how landforms, weather, climate, and resources impact where people live and work.
- **6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States
- **6.1.4.B.6.** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism
- **6.1.4.B.7.** Explain why some locations in New Jersey and the United States are more suited for settlement than others.

Essential Questions

- **6.1.P.B.1** Take a walk through your community or neighborhood. What are some of the physical features you see?
- **6.1.P.B.2** Who are community workers and what are their roles?
- **6.1.4.B.1.** What are maps and globes and why do we use them? Compare how they are alike and different.
- **6.1.4.B.4.** How does the weather, climate, resources and landforms impact your community?
- **6.1.4.B.5** Can students name some activities and behaviors that impact their community? Explain their impact and how it has an effect on the community.
- **6.1.4.B.6** How do land and water features effect life styles and points of view?
- **6.1.4.B.7** What kind of adaptations do people make in their life style depending on the location and geography of their community?

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity 		<ul style="list-style-type: none"> ● Problem Solving

<ul style="list-style-type: none"> ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software

Social Studies	Grade 1	Unit 6 Natural Resources	Trimester 3 April-June
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Focus Indicator(s)	
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
Companion Standards	
SL.1.1-5	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>

	<p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>D. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>E. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
RI.1.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RI.1.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
W.1.1-3	<p>A. 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.</p> <p>B. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>C. 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.</p>
L.1.1-6	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i>, <i>children</i>, <i>teeth</i>, <i>mice</i>, <i>fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i>; <i>The little boy watched the movie</i>; <i>The action movie was watched by the little boy</i>).</p>
L.1.2	<p>A. Use end punctuation for sentences</p> <p>B. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>C. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Read and discuss fiction and nonfiction books on the topic ● Create a poster, diorama or piece of art with reused trash ● Trace, color, cut and complete a booklet titled, “How I Can Protect the Earth” ● Generate a class list of ways to be pro-active in saving the earth ● Select a natural resource and illustrate and or write how it is used and how we can protect it ● Plant a tree ● Take a nature walk and clean up trash ●
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Scholastic News ● Weekly Reader ● Science Book ● Nonfiction books on Earth Day, Recycling and natural resources ● Nonfiction books in the Science basket of classroom library ● 50 Things Kids Can Do to Save the Earth by The Earth Works Group ● The Great Kapok Tree by Lynne Cherry ● Fern Gully DVD (about rain forests) ● Almost Gone by Steve Jenkins ● Dr. Seuss books ● www.earthsaversclubforkids.com/EarthSavingTips.aspx 	<ul style="list-style-type: none"> ● Smartboard/computers ● Related videos ● Guest speakers
Cross-Curricular Connections	

<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading ● Whole group discussion of informational texts ● Guided Reading-small group ● Stem Activities 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. ● 6.1.4.B.8 Compare ways people choose to use and distribute natural resources. ● 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. ● 6.1.4.C.4 Describe how supply and demand influence price and output of products. ● 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently. 	<ul style="list-style-type: none"> ● 6.1.4.B.5. How can we make good choices with our natural resources? ● 6.1.4.B.8. What resources are available in our community and how do we use and share them? ● 6.1.4.C.2 Why is it important to conserve and protect our natural resources? ● 6.1.4.C.4. How do students use their understanding of supply and demand to explain its influence on price and product output? ● 6.1.4.C.9 How does the availability of resources effect our lives and the lives of people around other parts of the country and the world?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		

<ul style="list-style-type: none"> • Chromebooks • Internet research • Online programs 	<ul style="list-style-type: none"> • Virtual collaboration and projects • Presentations using presentation hardware and software
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Social Studies	Grade 1	Unit 7 Wants and Needs	Trimester 3 April-June
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Focus Indicator(s)	
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
Companion Standards	
SL.1.1-5	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

	<p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>D. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>E. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
RI.1.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RL.1.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
W.1.1-3	<p>A. 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.</p> <p>B. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>C. 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.</p>
L.1.1-6	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i>, <i>children</i>, <i>teeth</i>, <i>mice</i>, <i>fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i>; <i>The little boy watched the movie</i>; <i>The action movie was watched by the little boy</i>).</p>
L.1.2	<p>A. Use end punctuation for sentences</p> <p>B. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>C. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Vocabulary assessment ● Observation ● Discussion ● Participation 	<ul style="list-style-type: none"> ● Sort sentence stripes programed with various phrases into “needs” and “wants”. ● Identify and match pictures of goods and services with the needs and wants they fulfill. ● Match goods and services with community workers ● Generate a list of wants and needs of individuals, your community and different geographical regions ● Draw and color pictures of wants and needs ● Make a classroom book on community helpers ● Role play being a shopper(consumer-wants/needs) and a shop owner (supplier-goods/services) ● Participate in a service project collecting items for those in need
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● www.2.scholastic.com ● www.bookflix.com ● Scholastic News Weekly Readers ● Nonfiction books on goods and services, community helpers and basic needs for life ● Nonfiction books on recreational services 	<ul style="list-style-type: none"> ● Smartboard/computers ● Related videos ● visits from local community workers and goods providers
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Consistent Academic Language ● Informational Writing ● Informational Reading 	

<ul style="list-style-type: none"> ● Whole group discussion of informational texts ● Guided Reading-small group ● Stem Activities 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● 6.1.4.C.2. Students explain the difference between wants and needs. They reflect on how scarcity and choice influence the decisions of individuals and groups. ● 6.1.4.C.3. Students determine how incentives vary between producers and consumers. ● 6.1.4.C.4. Students describe how supply and demand influence price and product output. ● 6.1.4.C.5. Students explain the role of specialization in the production (and exchange) of goods and services. ● 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community ● 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently. 	<ul style="list-style-type: none"> ● 6.1.4.C.2. What is the difference between a want and a need? Why is it important to know? ● 6.1.4.C.3. What reasons do students use to determine how incentives vary between producers and consumers? ● 6.1.4.C.4. How do students use their understanding of supply and demand to explain its influence on price and product output? ● 6.1.4.C.5. Can students describe how wants and needs are different based on geographical location, culture and resources? ● 6.1.4.C.8 How do goods and services within a community help meet needs and wants? ● 6.1.4.C.9 How are wants and needs and goods and services impacted by the availability of resources within various communities?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Appendix A

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: JoAnne McCarty

Course Title: Social Studies Unit Name: Unit 1 Communities Grade Level: First

Approval Date: June, 2017

Content Statements and Rationale:

This unit explores citizenship, fairness, being part of a community and why rules are needed. Students will be prepared to study laws and lawmaking in later grades.

NJSLS:

6.1.P.A.1-3

6.1.4.A.1

6.1.4.A.3

6.1.4.A.11

6.2.D.1

6.3.3.A.1

6.3.4.D.1

6.4.A.4

Companion Standards:

SL.1.1-10

RL.1.1-10

RI.1.1-10

W.1.1-10

<p>Overarching Essential Questions: Why is it important to be part of your community and why is it necessary to have rules and guidelines?</p>	<p>Overarching Enduring Understandings: All communities depend on citizens to work together to keep safe, be happy and improve the way they live.</p>
<p>Unit Essential Questions: What is a community? Why does our community need rules? What are the rules of our classroom? What are the rules of the community? What are some jobs in the community that help make it run smoothly? Why do we need community helpers? How can we be good citizens in the classroom?</p>	<p>Unit Enduring Understandings: *A community is a place where people live, work, learn and play together. *Communities may be small or large. *We have rules and laws that make the community run smoothly and keep us safe. *Certain qualities make a good citizen. *There are certain qualities that make a good community.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit):</p> <p>*A community is a place where people live, work, learn and play together. *Communities may be small or large. *We have rules and laws that make the community run smoothly and keep us safe. *Certain qualities make a good citizen. *There are certain qualities that make a good community.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Students will learn about their community by reading literary and informational texts, writing and drawing pictures about community participation, and demonstrating classroom citizenship. Students will learn about the Earth by reading, creating maps and posters, and expressing their opinions in writing.</p>
<p>Key Terms (Essential Vocabulary): Community, citizens, rules, laws, fairness, responsibility</p>	

Resources:

No David, No by David Shannon
Chrysanthemum by Kevin Henkes
Lily's Purple Purse by Kevin Henkes
What is a Community?
What Makes a Good Citizen?
Classroom Rule.
Classroom set of rules and responsibilities.
Bee-attitudes (HAS good citizenship statement)
Smartboard

Suggested Activities for Inclusion in Lesson Planning:

- Read and discuss texts
- Create posters to illustrate the elements of a community and citizenship
- What is a Community?
- What Makes a Good Citizen?
- Classroom Rule.
- Classroom set of rules and responsibilities.
- Bee-attitudes (HAS good citizenship statement)
- Create a classroom set of rules
- Discuss communities (groups) that people might belong to
- tour school
- create Friendship Heart after reading Chrysanthemum
- practice fire safety drills
- participate in choosing classroom helpers

Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):**Suggested Timeline:**

<p>Special Needs – make accommodations per IEP or 504. Use visuals, modeling and partnerships</p> <p>ELL – Language support as needed, use visuals, modeling, partner with English speaking student</p> <p>Gifted Learners – Deeper investigation into the content area, written response, higher order thinking questions, additional projects</p> <p>Mainstream Learners –use of visuals, modeling, partner work, oral assessments, accommodations per IEP</p>	<p>November-December</p>
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: JoAnne McCarty
Course Title: Social Studies Unit Name: Unit 2 Sense of Self and Diversity Grade Level: First
Approval Date: June, 2017

<p>Content Statements and Rationale: In this unit, students will be able to appreciate similarities and differences in individuals, families and groups. They will understand that tolerance and acceptance are essential.</p>	<p>NJSLS:</p> <p>6.1.P.A.3 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4 6.1.4.D.16</p> <p>Companion Standards:</p> <p>SL.1.1-10 RL.1.1-10 RI.1.1-10 W.1.1-10 L.1.1-0</p>
<p>Overarching Essential Questions: Why is it important to be yourself yet accept and tolerate differences among members of your community?</p>	<p>Overarching Enduring Understandings: Students will understand that it is important to be yourself yet tolerate and accept the differences between members of a community.</p>

<p>Unit Essential Questions: How can people/families be the same and how can they be different? Why is it important to be yourself? Why is it important to be tolerant and accepting of people who are different than you? What roles do these differences play in the classroom or school community? What is the importance of these similarities and differences? Why is it important not to bully someone because of their differences?</p>	<p>Unit Enduring Understandings: -recognize and identify their own unique traits -appreciate the uniqueness of others -tolerate that people are different but everyone has an important contribution to the community -understand that bullying someone because of their differences is not acceptable behavior.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): *Complete an “All About Me” poster celebrating their uniqueness. *Create a classroom quilt highlighting each student and one way they are the same and one way they are different from other students in their classroom.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Students will show understanding of this unit through oral discussion, written assignments and creative projects. Students may also participate in a “Bucket Filler” activity. Students will activity display acceptance and tolerance of others who differ from them</p>
<p>Key Terms (Essential Vocabulary): Sense of self, tolerance, diversity, bullying, similarity, difference</p>	
<p>Resources: -The Brand New Kid by Katie Couric -Different Just Like Me by Lori Mitchell -We Are the Same, We Are Different- Scholastic Big Book -Families by Ann Morris -Scholastic News booklets -Diversity Packet supplied by Bobbi Graham</p>	

-Chrysanthemum by Kevin Henkel
-character education file of activities and books

Suggested Activities for Inclusion in Lesson Planning

Interdisciplinary Connections are identified with an I, followed by the related content area(s)

Activities specifically related to Chrome Books or other Internet Connected Devices are identified with a DL (digital literacy):

- act out ways that show acceptable and unacceptable behavior towards people who are different from us
- write or draw a book or poster titled "All About Me"
- create a classroom book on ways to show acceptance and tolerance
- read hard copy and digital books on being yourself and diversity
- participate in games celebrating differences.
- encourage students to discuss their differences and answer questions
- design a friendship quilt
- draft a "friendship and good citizen" pledge for students to sign

Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):

Special Needs – make accommodations per IEP or 504. Use visuals, modeling and partnerships

ELL – Language support as needed, use visuals, modeling, partner with English speaking student

Gifted Learners – Deeper investigation into the content area, written response, higher order thinking questions, additional projects

Mainstream Learners –use of visuals, modeling, partner work, oral assessments, accommodations per IEP

Suggested Timeline:
September-October

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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: JoAnne McCarty

Course Title: Social Studies Unit Name: Unit 3 Families and Traditions Grade Level: First

Approval Date: June, 2017

<p>Content Statements and Rationale: This Unit will provide students with a look at the how, where and why people work. It will explain needs & wants by representing the importance of people as producers and consumers. The Unit will further explore availability of goods and services through trade. Working in this Unit will enhance student knowledge and build perspective of economics in society.</p>	<p>NJSLS:</p> <p>6.1.4.C.2 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5</p> <p>Companion Standards:</p> <p>SL.2.1-10 RL.2.1-10 RI.2.1-10 W.2.1-10 L.2.1-0</p>
<p>Overarching Essential Questions: How do people provide for themselves and their families? Where does money come from? Who helps people get the things the need and want?</p>	<p>Overarching Enduring Understandings: Goods and services are used to satisfy the needs and wants of people. Money is required to make this happen and be aware of the ways in which that is earned and traded.</p>

<p>Unit Essential Questions: Why do people work? Where do people work? What jobs are available? What responsibilities do workers have? What needs do people have? How are needs & wants met? Why does money matter? What does money do for the worker? How do people work together to get needs & wants satisfied? What affect do goods & services have on people? How do goods & services compare to needs & wants?</p>	<p>Unit Enduring Understandings: Consumers and producers are workers that are needed in our society to contribute to the people’s needs and wants. People who desire such needs and wants have an obligation to work and use money wisely to obtain those goods and services. These are all essential in creating choice or influencing decisions made by individuals, communities and nations.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Create a mini-book that includes at least five needs and five wants. Illustrate a picture for each. Use your mini-book to choose two needs and two wants to compare the differences between needs and wants. Tell which you would pick if you could only have one need and one want. Explain your reason.</p> <p>Make a 2-column chart to list various goods and services. Construct a poster to advertise one business from the list to attract people. Use a slogan to explain your product.</p> <p>Illustrate and label three occupations that earn money and list three ways to spend money.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Students will identify needs & wants and distinguish differences between them. Students will identify service & goods and provide reasons for them. Students will use key words to engage in discussion. Students will describe a producer and a consumer and the role each play in our life. Students will explain the importance of money and provide examples of ways to make it. Students will create a timeline of production goods. Students will create posters to sort & label. Students will retell the process of goods reaching consumers. Students will use and exchange money for purchases within small group. Students will role play consumer and producer. Students will track, collect and record data of a good from production to consumer.</p>

<p>Draw a picture and write a short story to show how they would earn and use the money they receive in their own lives.</p> <p>All assessments will involve use of content specific vocabulary.</p>	
<p>Key Terms (Essential Vocabulary): consumers, producers, goods, services, needs, wants, occupation, trade, factory, materials, resource</p>	
<p>Resources: Teacher created smart board activities (located on Haviland Resource site) computers, i-Pads, Content specific stories (i.e. picture, non-fiction, etc.) Time for Kids Scholastic News GoodandServicesintheCommunityworksheet.pdf, GoodsandServicesIfIOwnedAStoreWriting.pdf GoodsandServicesPrintable.pdf Herschel's World of Economics: Goods and Services https://www.youtube.com/watch?v=wy0TrDCiqLw 2ndGradeEconomics_GoodsAndServicesWithSenteoQuiz_000 (1).notebook</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chrome Books or other Internet Connected Devices are identified with a DL (digital literacy):</p> <p>Create a mini book about needs and wants Create a graphic organizer showing the patterns of goods and services Create a slogan for a business Create drawings to show how money is earned and spent Write and illustrate a personal plan for earning and spending money in the future.</p> <p>Activities are interdisciplinary and involve the use of digital equipment</p>	

Activities are interdisciplinary and are infused in the content area curriculum

Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):

Special Needs - Given per IEP/504 Plan recommendations to include use of visuals, audio, manipulative, or other means of modeling, partner peering and assistive technology

ELL – Language support as needed, the use of visuals, audio, manipulative, or other means of modeling, partner peering and assistive technology

Gifted Learners – Allow for written response or higher order thinking questions, presentation of information through technology

Mainstream Learners- Given per IEP/504 Plan recommendations to include use of visuals, audio, manipulative, or other means of modeling, partner peering and assistive technology

Suggested Timeline:

March - April

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: JoAnne McCarty
Course Title: Social Studies Unit Name: Unit 4 Past and Present Grade Level: First
Approval Date: June, 2017

<p>Content Statements and Rationale: This unit will help students recognize the importance of individuals that had a direct influence on the history of the United States and how we honor them. They will begin to acquire an understanding of how these people impacted their present day way of life.</p>	<p>NJSLS:</p> <ul style="list-style-type: none">6.1.4.A.16.1.4.A.26.1.4.A.96.1.4.A.106.1.4.A.116.1.4.A.126.1.4.D.136.1.4.D.166.1.4.D.176.1.4.D.196.1.4.D.20 <p>Companion Standards:</p> <ul style="list-style-type: none">SL.1.1-10RL.1.1-10RI.1.1-10W.1.1-10
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	L.1.1-0
<p>Overarching Essential Questions: How did individuals from our past affect our country and society today?</p>	<p>Overarching Enduring Understandings: Beginning with Pilgrims and Native Americans history has helped to shape our country. There are many prominent individuals who helped our country change and grow.</p>
<p>Unit Essential Questions: How can individuals make a difference in our country? How was our nation created? Who are the Pilgrims and Native Americans and how did they help to shape our country? What is a president? Who are George Washington and Abraham Lincoln? What influence did Abraham Lincoln and George Washington have on our nations? Who is Martin Luther King Jr? In what ways did he help shape our country? What characteristics made Dr. Martin Luther King such a good leader?</p>	<p>Unit Enduring Understandings: -It is important to recognize influential people and leaders who helped shape our country. -Our nation was created and shaped by people who stood up for what they believed in -The Pilgrims believed in religious freedom and came to America to start a new nation -Native Americans helped the Pilgrims survive in the new world -A president is the leader of the United states -Abraham Lincoln and George Washington were two influential president who brought about important changes to our nation -Dr. Martin Luther King Jr. stood up for what he believed in without violence -A community and nation evolves as needs and situations arise</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Select one prominent individual or group that had an influence on shaping our country and through oral discussions, written response, a drawing or craft project, explain the significance and legacy</p> <p>All assessments will involve use of content specific vocabulary.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Students will indicate an understanding of past and present by identifying and naming influential people who helped shape our country; and discussing (oral/written) the importance of Washington, Lincoln and ML King Jr and use key vocabulary in their conversations and reflections</p>

Key Terms (Essential Vocabulary):

Native American, Pilgrim, Thanksgiving, president, civil rights, symbols, segregation, slavery, President's Day, Abraham Lincoln, George Washington, Martin Luther King Jr.

Resources:

- www.scholasticnews.com for stories, activities and articles on the Pilgrim's voyage to America and their effect on the creation of the United States
- Smart Board files and games on Thanksgiving, President's Day and Martin Luther King Jr.
- bookflix
- Arthur Meets the President by Marc Brown
- Biographical books
- Scholastic Big Book: President's Day
- Scholastic Big Book: Our Presidents
- Scholastic Big Book: Meet Martin Luther King Jr.
- The First Thanksgiving
- nonfiction books from classroom and school library
- Youtube for Martin Luther King Jr's "I Have a Dream speech"

Suggested Activities for Inclusion in Lesson Planning

Interdisciplinary Connections are identified with an I, followed by the related content area(s)

Activities specifically related to Chrome Books or other Internet Connected Devices are identified with a DL (digital literacy):

- Create a KWL chart for
- Have a Thanksgiving feast based on facts learned about the celebration
- Make an "I Am Thankful for" class quilt
- Play games based on the games Pilgrim students played
- Watch videos and movies on unit topics,
- Read fiction and nonfiction books on topics
- Complete a Venn diagram on George Washington and Abraham Lincoln
- Act out situations (separate water fountains, schools, stores, bus boycott) that influenced MLK Jr.
- Design a classroom banner or book for MLK Jr Day titles "We are the Same. We are Different..." and draw and write one way that you are all the same and one way that you are different from others

-Color a diversity picture in which one picture is drawn and colored in a single color and then redraw that exact picture using a variety of colors (diversity and many colored skins are better than one)

Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):

Special Needs – make accommodations per IEP or 504. Use visuals, modeling and partnerships

ELL – Language support as needed, use visuals, modeling, partner with English speaking student

Gifted Learners – Deeper investigation into the content area, written response, higher order thinking questions, additional projects

Mainstream Learners –use of visuals, modeling, partner work, oral assessments, accommodations per IEP

Suggested Timeline:

June

Appendix

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: JoAnne McCarty
Course Title: Social Studies Unit Name: Unit 5 Geography & Maps Grade Level: First
Approval Date: June, 2017

<p>Content Statements and Rationale: In this unit, students will deepen their understanding of communities and use map and globe skills to help them locate, identify and describe locations. They will also learn that physical features of their local and environment-at-large have a direct effect on their community and how they live their lives.</p>	<p>NJSLS:</p> <ul style="list-style-type: none">6.1.P.B.16.1.P.B.26.1.4.B.16.1.4.B.56.1.4.B.66.1.4.B.76.1.4.D.196.1.4.D.20 <p>Companion Standards:</p> <ul style="list-style-type: none">SL.1.1-10RL.1.1-10RI.1.1-10W.1.1-10L.1.1-0
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<p>Overarching Essential Questions: How does your community’s location and physical features impact the way in which one lives? In what can maps and globes help you traverse your community and the surrounding area?</p>	<p>Overarching Enduring Understandings: The landforms and waterways in their community have a direct impact on how we live. Maps and globes represent real-life locations and geographic features for locations on earth.</p>
<p>Unit Essential Questions: What are the important components of a successful community? What kind of adaptations do people make in their life style depending on the location and geography of their community? How do land and water features effect life styles and points of view? What are maps and globes? How are they alike/different? Why do we use maps and globes?</p>	<p>Unit Enduring Understandings: -A successful community has services and goods that meet the needs of people. -Community helpers and workers help the community run smoothly. -Landforms and waterways in your local area determine what goods and services, activities, jobs and life-style work best for your community. -Maps and globes are instruments that help us find our way through our environment and understand the areas geography. -Maps are flat representations of real-life local and distant locations and globes are 3-D representations of the earth. -</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Brainstorm and chart different landforms and waterways and list activities that are unique to each. Complete a Venn diagram comparing and contrasting maps and globes then create a map of the classroom, school or town. All assessments will involve use of content specific vocabulary.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Students will demonstrate an understanding of geography by using key vocabulary words in oral and written assessments, identifying and describing the features of a community, creating and reading a map, identifying locations on maps and globes using a map key and compass rose, using cardinal directions to locate places on maps, identifying land and water features in their environment, as well as comparing and contrasting lifestyles in different geographical areas</p>
<p>Key Terms (Essential Vocabulary): Community. Community helper, neighborhood, city, state, country, landforms, mountain, hill, forest, dessert, river, lake, ocean, location, map, map key, cardinal directions, north, south, east, west, direction, compass rose, globe</p>	

Resources:

Smart Board

Computers and iPads

www.scholasticnews.com

www.maps4kids.com/

www.kidsgeo.com/

Scholastic News monthly booklets (Weekly Reader)

Non-fiction map and globe books and DVDs

Hard copy maps and globes

Compasses

Using Maps Resource Book by Weekly Reader (SS binder bookshelf)

Beginning Geography by Evan-Moor (SS binder on bookshelf)

Classroom and school library books

Geography/Social Studies nonfiction basket of books

Posters

Community Helpers nonfiction books and puzzles

Suggested Activities for Inclusion in Lesson Planning

Interdisciplinary Connections are identified with an I, followed by the related content area(s)

Activities specifically related to Chrome Books or other Internet Connected Devices are identified with a DL (digital literacy):

- Watch DVD and smartboard files on maps and globes
- Create a map of the classroom or their room at home
- Write a class book on community helpers
- Chart landforms and features of locate community
- Practice using cardinal directions to find locations on a map
- Study and compare maps and globes
- Complete map resource book material
- Design and build a miniature community as a class or small groups
- List activities that are common to the different geographical areas (i.e. mountainous areas, beach areas, flat lands, hilly areas)
- Write a class book or poster to represent specific geographical locations

<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – make accommodations per IEP or 504. Use visuals, modeling and partnerships</p> <p>ELL – Language support as needed, use visuals, modeling, partner with English speaking student</p> <p>Gifted Learners – Deeper investigation into the content area, written response, higher order thinking questions, additional projects</p> <p>Mainstream Learners –use of visuals, modeling, partner work, oral assessments, accommodations per IEP</p>	<p>Suggested Timeline: March/April</p>
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: JoAnne McCarty
Course Title: Social Studies Unit Name: Unit 6 Natural Resources Grade Level: First
Approval Date: June, 2017

<p>Content Statements and Rationale: .In this unit, students will learn what natural resources are and the necessity to preserve and protect them. They will begin to acquire an individual sense of responsibility for resources,</p>	<p>NJSLS:</p> <p>6.1.4.B.5 6.1.4.C.2 6.1.4.C.4 6.1.4.C.9</p> <p>Companion Standards:</p> <p>SL.1.1-10 RL.1.1-10 RI.1.1-10 W.1.1-10 L.1.1-0</p>
<p>Overarching Essential Questions: Why is it important to appreciate, preserve and protect the planet's natural resources?</p>	<p>Overarching Enduring Understandings: Decisions made on needs and wants are determined by the availability of natural resources, that our planet's natural resources are limited and we must preserve and protect them through recycling, reusing and reducing their use.</p>

<p>Unit Essential Questions: What resources are available in our community? How can we make good choices with our natural resources? Why is it important to conserve and protect our natural resources?</p>	<p>Unit Enduring Understandings: -Air, land, water, soil, forests, plants, animals, gas, and oils are a few of the natural resources available in our community. -Students will understand that they should only use what they need of our natural resources and not take more -Natural resources are limited and could take many years to replace, so we need to conserve our use -By cutting down rain forests and trees we are impacting our earth and changing the earth and the quality of life for plants, animals and people</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Through oral discussions, written response, drawing or craft project students will highlight how we can protect our natural resources. Research, plan and implement a program in school or town focused on recycling and/or reusing. All assessments will involve use of content specific vocabulary.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Students demonstrate an understanding of natural resources by using key vocabulary words in oral discussions and written assignments, listing natural resources, and explaining what they can do to help protect the Earth's resources.</p>
<p>Key Terms (Essential Vocabulary): Natural resource, recycle, reuse, litter, pollution, Earth Day, Rain Forest</p>	
<p>Resources: Smart Board Bookflix iPads and computers Scholastic News Weekly Reader Science Book Nonfiction books on Earth Day, Recycling and natural resources Nonfiction books in the Science basket of classroom library 50 Things Kids Can Do to Save the Earth by The Earth Works Group The Great Kapok Tree by Lynne Cherry</p>	

Fern Gully DVD (about rain forests)
 Almost Gone by Steve Jenkins
 Dr. Seuss books
www.earthsaversclubforkids.com/EarthSavingTips.aspx

Suggested Activities for Inclusion in Lesson Planning

Interdisciplinary Connections are identified with an I, followed by the related content area(s)

Activities specifically related to Chrome Books or other Internet Connected Devices are identified with a DL (digital literacy):

- Watch dvds about the earth, recycling and reusing
- Interactive Smart Board lessons and games
- Read and discuss fiction and nonfiction books on the topic
- Create a poster, diorama or piece of art with reused trash
- Trace, color, cut and complete a booklet titled, "How I can protect the Earth"
- Generate a class list of ways to be pro-active in saving the earth
- Select a natural resource and illustrate and or write how it is used and how we can protect it
- Plant a tree
- Take a nature walk and clean up trash

Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):

Special Needs – make accommodations per IEP or 504. Use visuals, modeling and partnerships

ELL – Language support as needed, use visuals, modeling, partner with English speaking student

Gifted Learners – Deeper investigation into the content area, written response, higher order thinking questions, additional projects

Suggested Timeline:

January/February

Mainstream Learners –use of visuals, modeling, partner work, oral assessments, accommodations per IEP

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: JoAnne McCarty
Course Title: Social Studies Unit Name: Unit 6 Needs & Wants Grade Level: First
Approval Date: June, 2017

Content Statements and Rationale:

In this unit students will understand that needs and wants are different and that goods and services are available to meet these needs and wants. This will provide a foundation for managing money and understanding economics.

NJSLS:

- 6.1.4.C.2**
- 6.1.4.C.3**
- 6.1.4.C.4**
- 6.1.4.C.5**
- 6.1.4.C.6**
- 6.1.4.C.8**
- 6.1.4.C.9**

Companion Standards:

- SL.1.1-10**
- RL.1.1-10**
- RI.1.1-10**
- W.1.1-10**
- L.1.1-0**

<p>Overarching Essential Questions: How do needs and wants affect one's life? What are goods and services?</p>	<p>Overarching Enduring Understandings: There is a significant difference between needs and that people make decisions based on their needs and wants. Goods and services meet the needs and wants of people.</p>
<p>Unit Essential Questions: What is the difference between a need and a want? Why is this important to know? How do goods and services within a community help meet needs and wants? How do wants and needs and goods and services impact the community?</p>	<p>Unit Enduring Understandings: -All people need the same kinds of things to live -Needs are things that are essential to life (food, shelter, water) -Wants are not essential for life but make life more enjoyable or convenient -Goods and services are available to meet needs and wants of people -wants and needs affect jobs, careers and supply and demand</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Sort sentence stripes programed with various phrases into "needs" and "wants". Identify and match pictures of goods and services with the needs and wants they fulfill. All assessments will involve use of content specific vocabulary.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): -Differentiate between needs and wants -Students will be able to describe the needs and wants of people -Describe how needs and wants are different based on geographical location, culture and resources -Identify goods and services that their local community provides -Match goods and services with community workers</p>
<p>Key Terms (Essential Vocabulary): Needs, wants, goods, services, shelter, recreation, business, career</p>	
<p>Resources: www.2.scholastic.com www.bookflix.com Scholastic News Weekly Readers Nonfiction books on goods and services, community helpers and basic needs for life Nonfiction books on recreational services</p>	

<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chrome Books or other Internet Connected Devices are identified with a DL (digital literacy):</p> <ul style="list-style-type: none"> -Analyze cut and sort picture into needs or wants -Generate list of wants and needs of individuals, your community, different geographical regions -Draw and color pictures of wants and needs -Make classroom book on community helpers and the services and goods they supply -Role play being a shopper (consumer-wants/needs) and a shop owners (supplier-service/goods) -Create poster, advertisement or commercial for a good or service that you want to provide -Participate in a service project collecting items needed by those less fortunate than yourself -set up a classroom store 	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – make accommodations per IEP or 504. Use visuals, modeling and partnerships</p> <p>ELL – Language support as needed, use visuals, modeling, partner with English speaking student</p> <p>Gifted Learners – Deeper investigation into the content area, written response, higher order thinking questions, additional projects</p> <p>Mainstream Learners –use of visuals, modeling, partner work, oral assessments, accommodations per IEP</p>	<p>Suggested Timeline: May</p>