

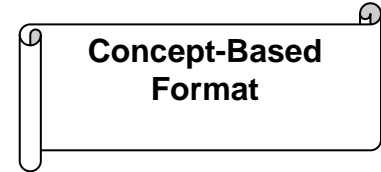


# Washington Township Public Schools

## Office of Curriculum & Instruction

### Curriculum Guide Checklist

March 2010



**Course Title:** Social Studies Grade 1

**Submitted By:** The Curriculum Committee First Grade Members

**Date:** June 2011

**(Elementary Director or /MS/HS Dept Supervisor please check)**

Acceptable	Not Acceptable	N/A		Comments
			I. Cover Page (Course Description)	
			II. Demonstrable Proficiencies (MS & HS only)	
			III. Scope & Sequence (Elementary only)	
			IV. List of Major Units of Study	
			V. (For each unit of study include the following A-E)	
			A. Unit Overview	
			B. Unit Graphic Organizer (Web)	
			C. Unit Plan	
			1. Topics/Concepts	
			2. Critical Content (Students Will Know)	
			3. Skill Objectives (Students Will Be Able To)	
			4. Instr./Learning Activities and Interdisciplin. Connections	
			5. Instructional Resources with Title and Page Number	
			6. Technology and 21 <sup>st</sup> Century Skills Integration	
			7. NJCCCS with CPI References	
			8. Evaluation/Assessment	
			D. Lesson Plan Detail (Elementary Only)	
			E. Cross-Content Standards Analysis Page	
			F. Curriculum Modification Page Insert	

**Approval: Principal:** \_\_\_\_\_

**Curriculum Director:** \_\_\_\_\_

**Department Supervisor:** \_\_\_\_\_

**Asst. Superintendent:** \_\_\_\_\_

**Board of Education:** \_\_\_\_\_

**PLEASE NOTE:** A completed and signed checklist **MUST** accompany each course of study that is submitted for approval.

# Washington Township Public Schools

## COURSE OF STUDY – CURRICULUM GUIDE

Course: Social Studies First Grade

Written By: First Grade Social Studies Curriculum Committee Members

Under the Direction of: Christine Gehringer, Supervisor of Elementary Education

**Description:** The purpose of Social Studies education is to provide students with the knowledge, skills, and attitudes they need to be active, informed, self-directed, responsible citizens, and contributing members of their communities, state, nation, and world. Effective social studies education promotes the understanding of global relation and makes connections from the past, to the present, and into the future. It is our belief that social studies teaching and learning become powerful when they are meaningful, integrative, values-based, challenging, and active.

**Joseph A. Vandenberg:** *Assistant Superintendent for Curriculum & Instruction*  
**Barbara E. Marciano:** *Director of Elementary Education*  
**Jack McGee:** *Director of Secondary Education*

**Written:** Summer 2011

**Revised:** SUMMER 2016

**BOE Approval:** \_\_\_\_\_

## **Social Studies Education in the 21st Century**

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

***Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.***

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

# MAJOR UNITS OF STUDY

**Course Title:** Social Studies First Grade

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- I. History, Culture and Perspectives**
- II. Communities, Families and Traditions**
- III. Geography, People, Environment**
- IV. Rules and Laws**
- V. The Influence of History on the Present and the Future**

## Social Studies First Grade Pacing Guide

<u>Marking Period</u>	<u>Curriculum Unit</u>	<u>Unit Title</u>
1 and 2	1	History, Culture and Perspectives <u>Benchmark Assessment 1</u>
	2	Communities, Families and Traditions <u>Benchmark Assessment 2</u>
3 and 4	3	Geography, People, Environment
	4	Rules and Laws <u>Benchmark Assessment 3</u>
Integrated Throughout the Year	5	The Influence of History on the Present and the Future

# UNIT OVERVIEW

Course Title: Social Studies First Grade

Unit #: 1

Unit Title: History, Culture and Perspectives

## Unit Description and Objectives:

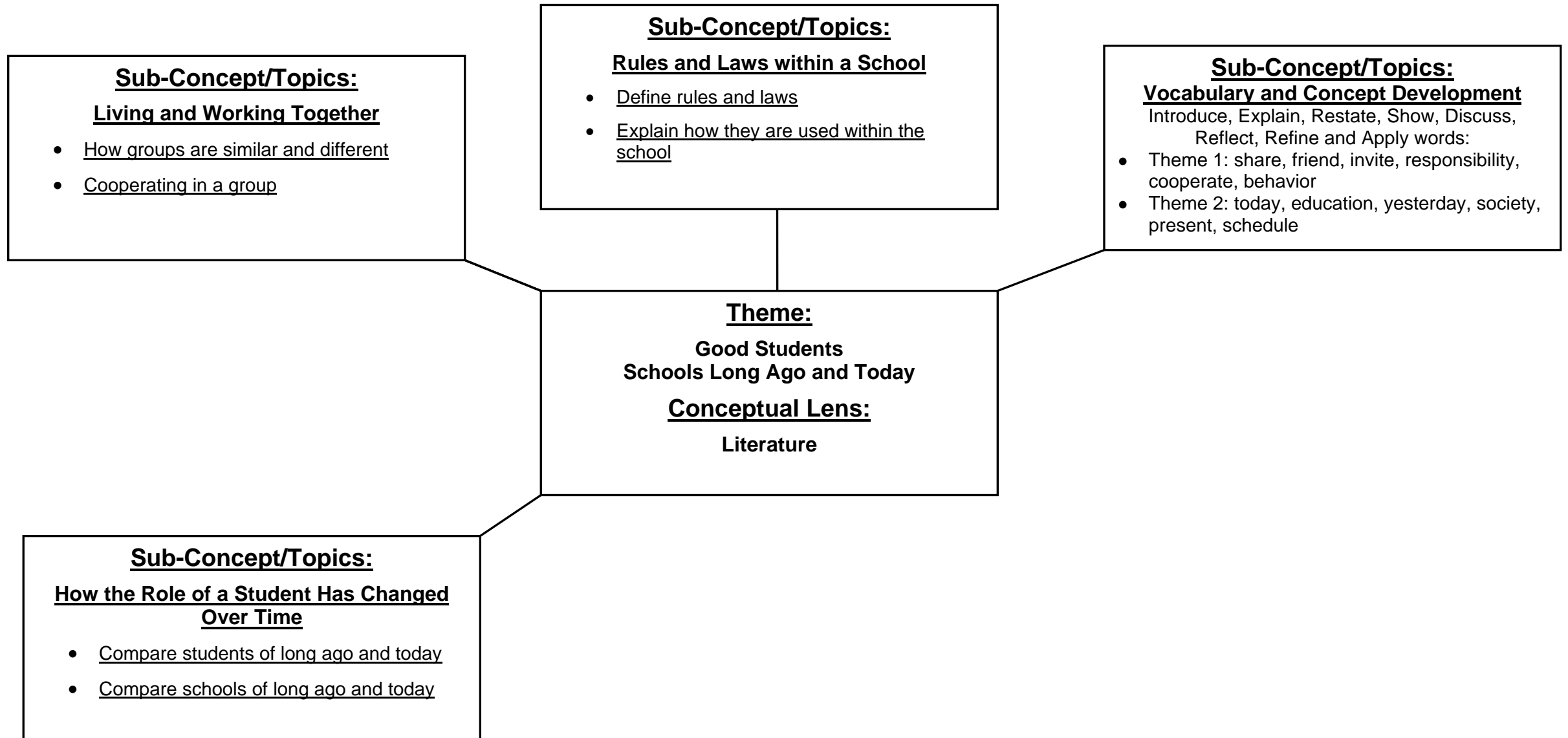
During this unit students will explore the concepts of rules and laws, the similarities and differences among individuals, and the transformation of schools and communities over time. Through the use of literature, technology, and engaging activities students will investigate these concepts within the context of the past, present, and future.

## Essential Questions and Enduring Understandings:

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u> Students will understand that:</b>	<b>Guiding Questions</b>
<ol style="list-style-type: none"><li>1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li><li>2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li></ol>	Rules and laws are developed to protect people's rights and the security and welfare of society.	<ul style="list-style-type: none"><li>• What is a rule/law?</li><li>• What is the difference between rules and laws?</li><li>• Why do we have rules and laws?</li><li>• How are rules and laws created?</li><li>• What are rights/responsibilities?</li><li>• What is conflict?</li><li>• How are conflicts resolved?</li><li>• How do rules prevent conflicts?</li></ul>

	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>● Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>● Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>● Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>● Develop strategies to reach consensus and resolve conflict.</li> <li>● Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> </ul>	<ul style="list-style-type: none"> <li>● Why are classroom rules important?</li> <li>● What are the school rules?</li> <li>● How do peers enforce school rules?</li> <li>● How do the Principal and staff enforce school rules to promote safety?</li> <li>● Who are community helpers?</li> </ul>
<ol style="list-style-type: none"> <li>1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ol>	<p>Personal, family, and community history is a source of information for individuals about the people and places around them.</p>	<ul style="list-style-type: none"> <li>● What is a community?</li> <li>● What changes have occurred in those communities?</li> </ul>

# UNIT GRAPHIC ORGANIZER





# CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies First Grade  
 Unit Number/Title: 1 History, Culture and Perspectives  
 Conceptual Lens: Literature  
 Appropriate Time Allocation (# of Days): 20 days

Primary Core Content Standards referenced With Cumulative Progress Indicators								
RL 1-1	RL 1-4	RL 1-7	RL 1-2	RL 1-5	RL 1-9	RL 1-3	RL 1-6	RL 1-10 W 1-2
RI 1-1	RI 1-4	RI 1-8	RI 1-2	RI 1-6	RI 1-9	RI 1-3	RI 1-7	SL 1-1 SL 1-4
RF 1-1	RF 1-4		RF 1-2	RF 1-3		RI 1-10		SL 1-2 SL 1-5 SL 1-3

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>History, Culture and Perspectives</p> <p>Living and Working Together</p> <p>Rules and Laws within a School</p> <p>How the Role of a Student Has Changed Over Time</p> <p>20 days total</p> <p>Conceptual Lens: Literature</p> <p>Making Connections</p> <p>Asking Questions</p>	<p>Understand how individuals, families, and communities live and work together.</p> <p>Analyze how individuals, families, and groups are similar and different.</p> <p>Understand the concepts of time and chronology by distinguishing among past, present, and future.</p> <p>Explain how rules and laws protect the rights of people, and help resolve conflicts.</p> <p>Explain how the role of a student has changed over time.</p>	<p>Identify the characteristics of a good student</p> <p>Define rules and laws</p> <p>Explain how rules and laws are used within the school</p> <p>Demonstrate how to cooperate within a group to accomplish a task</p> <p>Compare and contrast students of long ago and today</p> <p>Compare and contrast schools of long ago and today</p>	<p><i>All of the activities listed may be taught whole class, small group or as a learning station, at the teacher's discretion.</i></p> <p>Hands-on Activities contained in the Scott-Foresman Teacher's Manual</p> <p>Harcourt Social Studies A Child's View Social Studies in Action Resources For The Classroom</p> <ul style="list-style-type: none"> <li>• Hands-on Art Projects</li> <li>• Reader's Theater</li> <li>• Simulations and Games</li> <li>• Writing Prompts</li> </ul> <p>Contact local officials and community members to acquire information and/or discuss local issues.</p> <p>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <p>Holocaust Activities (Contained in the Curriculum Guide Resource Appendix)</p>	<p>Literacy by Design Comprehensive Teacher's Guide Unit: Going to School</p> <p>Theme 1 Good Students Book: The Bear Who Wouldn't Share</p> <p>Theme 2 Schools Long Ago and Today Book: Schools Then and Now</p> <p>Scholastic books on positive character traits</p> <p>Educational Videos Safari Montage</p> <p>History of Washington Township literature</p> <p>Caring Makes a Difference Holocaust Education Curriculum Guide</p> <p>Character Education Literature books</p> <p>Harcourt Social Studies A</p>	<p>Document Camera</p> <p>Educational Videos</p> <p>Educational Websites</p> <p>Critical Thinking</p> <p>Problem solving</p> <p>Creativity</p> <p>Collaboration</p> <p>Communication</p> <p>Cross-Cultural Understanding</p>	<p>6.1.4.A.1; 6.3.4.A.1; 6.3.4.A.2; 6.3.4.A.3; 6.1.4.D.11</p>	<p><b>Formative Assessments</b> Informal throughout unit at teacher discretion</p> <p><b>Summative Assessment</b> Unit 1 Benchmark Assessment</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
			<p>Read and discuss “Families Are Different” and “Something for Everyone”. Talk about what makes a family. Create venn-diagrams comparing family members. Complete a family glyph.</p> <p>List rules within a family and discuss similarities. Role play following the rules</p>	<p>Child’s View Social Studies in Action Resources For The Classroom</p>			

# Unit Modifications for Special Population Students:

<b>Struggling Learners</b>	<b>Gifted and Talented Students (Challenge Activities)</b>	<b>English Language Learners</b>	<b>Special Education Students</b>
<ul style="list-style-type: none"> <li>• Preview vocabulary</li> <li>• Preread passage</li> <li>• Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding</li> <li>• Offer one-on-one support by enlisting instructional assistants, student teachers, and parents to read with students during IDR and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage Gifted and Talented students to further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home</li> <li>• Utilize the Extension activities listed in your teacher's manual</li> <li>• Create assignments and projects for Gifted and Talented students which require them to apply concepts through multi-media</li> </ul>	<p>See Comprehensive Teacher's Guide for ELL Preview and/or ELL View for each lesson.</p> <ul style="list-style-type: none"> <li>• Scaffold lessons</li> <li>• Student generated visuals and graphic organizers that serve as home involvement tools</li> <li>• Accessible, varied vocabulary instruction</li> <li>• Content based charts</li> <li>• Model expected tasks</li> <li>• Point out cognates</li> </ul>	<p>Refer to child's individual IEP modification section in addition to:</p> <ul style="list-style-type: none"> <li>• Reword, repeat, and rephrase instructions</li> <li>• Modify Theme tests</li> <li>• Highlight graphic organizers and add lines to organizer for writing</li> <li>• Use visuals and concrete manipulatives to convey concept</li> <li>• Have students draw pictures on graphic organizers rather than write words</li> <li>• Coach students to pause and reflect at the end of each paragraph and at the end of each page</li> <li>• Have the students explain their answers on the Theme tests</li> <li>• Use audio CDs</li> <li>• Draw pictures for vocabulary words</li> </ul>

# UNIT OVERVIEW

Course Title: Social Studies First Grade

Unit #: 2

Unit Title: Communities, Families and Traditions

## Unit Description and Objectives:

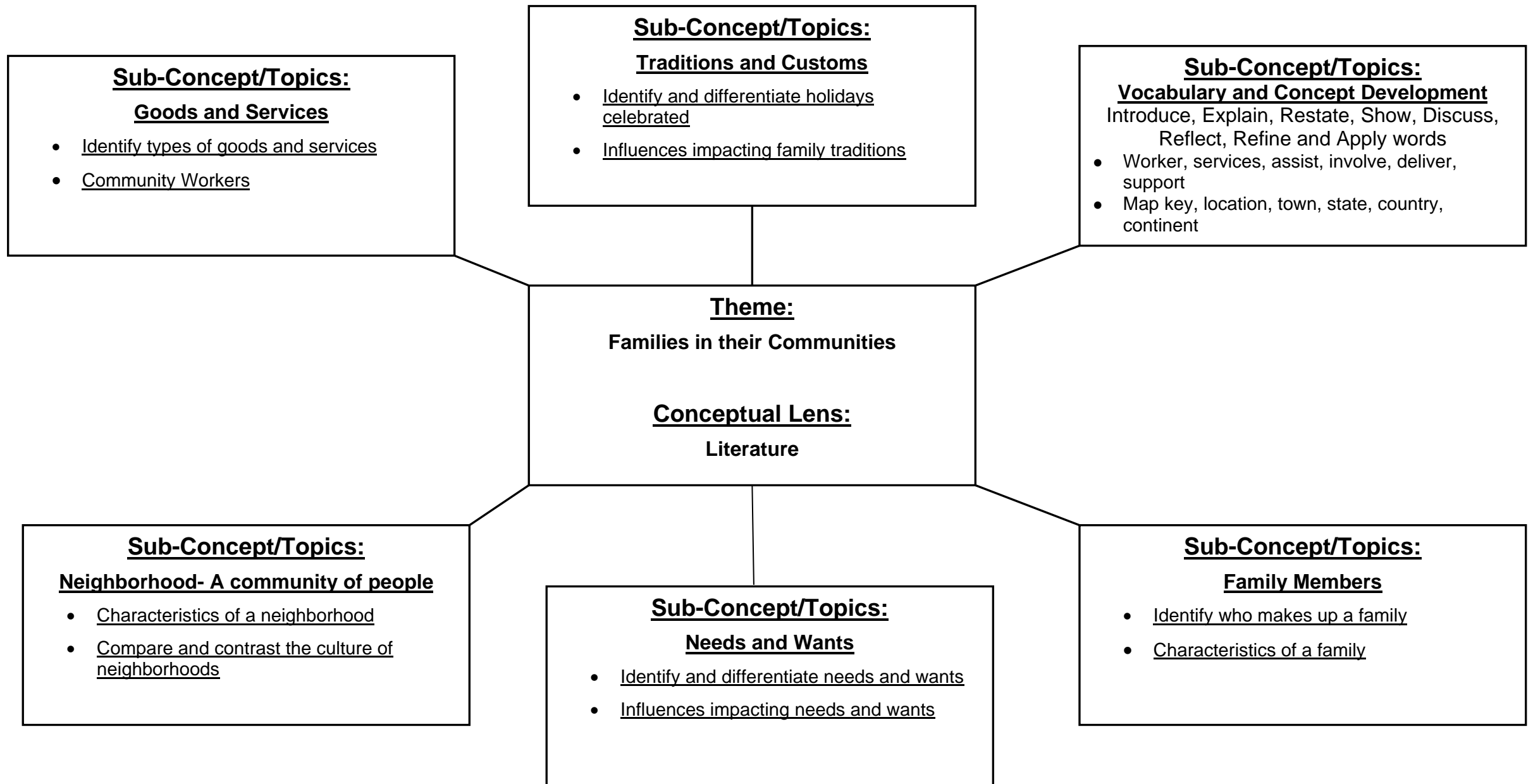
During this unit students will explore the concepts needs and wants, goods and services, and neighborhoods. Through the use of literature, technology, and engaging activities students will examine the relationship of financial literacy and its influence within a community.

## Essential Questions and Enduring Understandings:

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ol>	<p>Personal, family, and community history is a source of information for individuals about the people and places around them.</p>	<ul style="list-style-type: none"> <li>What is a community?</li> <li>What changes have occurred in those communities?</li> </ul>
<ol style="list-style-type: none"> <li>How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> </ol>	<p>People make decisions based on their needs, wants, and the availability of resources.</p>	<ul style="list-style-type: none"> <li>How do we make decisions?</li> <li>How do individuals decide their needs and wants?</li> <li>What are our needs and wants as individuals and communities?</li> </ul>

<p>2. How have scientific and technological developments over the course of history changed the way people live and economies and government function?</p>		
	<p>Economics is a driving force for the occurrence of various events and phenomena in societies.</p>	<ul style="list-style-type: none"> <li>● What is a good?</li> <li>● What is an exchange of goods?</li> <li>● What are services?</li> </ul>
	<p>Availability of resources affects economic outcomes.</p>	<ul style="list-style-type: none"> <li>● What are resources?</li> </ul>
	<p>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</p>	<ul style="list-style-type: none"> <li>● What are savings?</li> <li>● How do you save money?</li> </ul>
	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>● Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>● Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>● Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>● Develop strategies to reach consensus and resolve conflict.</li> <li>● Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the following economic terms: resources, goods, and services?</li> <li>● What is an issue relevant to students' lives?</li> </ul>

# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies First Grade  
 Unit Number/Title: 2 Communities, Families and Traditions  
 Conceptual Lens: Literature  
 Appropriate Time Allocation (# of Days): 20 Days

Primary Core Content Standards referenced With Cumulative Progress Indicators								
RL 1-1	RL 1-4	RL 1-7	RL 1-2	RL 1-5	RL 1-9	RL 1-3	RL 1-6	RL 1-10 W1-2
RI 1-1	RI 1-4	RI 1-8	RI 1-2	RI 1-6	RI 1-9	RI 1-3	RI 1-7	SL 1-1 SL 1-4
RF 1-1	RF 1-4		RF 1-2	RF 1-3		RI 1-10		SL 1-2 SL 1-5 SL 1-3

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Communities, Families and Traditions  Family Members  Needs and Wants  Goods and Services  Traditions and Customs  Neighborhood – A Community of People  20 days total Conceptual Lens: Literature Inferring Synthesizing	Express geographic concepts in real life situations by comparing and contrasting geographical features of places within various communities.  Understand the concept of location by using terms <i>including over, under, near, far, left, and right</i> to describe locations in communities.  Understand the importance of jobs by identifying jobs in the home, school, and community, and explaining why people have jobs.  Identify goods that people make services that people provide for each other.  Understand the differences between family traditions today to long ago.	Distinguish between needs and want.s  Explain goods and services.  Compare and contrast how access to and use of resources affects people.  Compare and contrast the cultures of different neighborhoods.  Identify the characteristics of a neighborhood.  Describe what you see in a community and their importance.  Explain the roles and responsibilities of community workers.  Explain where they are on the map.	All of the activities listed may be taught whole class, small group or as a learning station, at the teacher’s discretion.  <ul style="list-style-type: none"> <li>• Write a few sentences how their families are different from on the the families they noticed in <u>My Family</u></li> <li>• Make Venn diagrams for siblings. Compare and contrast different types of families</li> <li>• Create illustrations depicting one neighbor helping another neighbor.</li> <li>• Web/writing My Community is...It has, It also has, I can, I love to__ in my community.</li> <li>• Choose a place in community. Make a box model of outside of place and draw/construct inside.</li> <li>• Compare a parent birthday celebration as a child to how children’s birthdays are celebrated today.</li> </ul>	Literacy By Design Comprehensive Teacher’s Guide Theme 5 My Neighborhood  Theme 6 Community Workers  SchoolWide Mentor Texts Communities, Families and Traditions  <u>Mentor Texts</u> Be My Neighbor Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems Follow that Map! My Family  Me on the Map By Joan Sweeney <a href="https://www.youtube.com/watch?v=1f7ebZMLn08">https://www.youtube.com/watch?v=1f7ebZMLn08</a> Create a Flip Book Where Am I? Include My Town, My Country, My State, My Country,  Complete activities using the following SchoolWide Appendix sheets	Document Camera  Educational Videos  Musical CDs  Educational Websites  Problem solving  Creativity  Collaboration  Communication  Income  Money Management  Planning, Saving, Investing	6.1.4.D.11; 6.1.4.B.10 6.1.4.C.5; 6.1.4.C.9; 6.1.4.C.10; 6.3.4.C.1; 6.1.4.C.1; 6.1.4.C.2	<p><b>Formative Assessments:</b>                      Informal throughout unit at teacher discretion</p> <p><b>Summative Assessment</b>                      Unit 2 Benchmark Assessment</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> Integration (Specify)	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	<p>Describe family members and compare similarities and differences.</p> <p>Understand where they are on the map.</p>		<p>Share pictures to discuss.</p> <ul style="list-style-type: none"> <li>• Create illustrations of how children celebrate the New Year with their families.</li> <li>• Draw a picture of one or two important experiences they have had as a child that they want to remember.</li> <li>• Students draw a picture of what they consider to be the most important new information they learned about communities during the unit.</li> </ul>	<p>Families are Alike and Different pg. 30 Follow that Map! Pg. 66 Create a map of their bedroom</p>			



# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> <li>• Preview vocabulary</li> <li>• Preread passage</li> <li>• Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding</li> <li>• Offer one-on-one support by enlisting instructional assistants, student teachers, and parents to read with students during IDR and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage Gifted and Talented students to further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home</li> <li>• Utilize the Extension activities listed in your teacher's manual</li> <li>• Create assignments and projects for Gifted and Talented students which require them to apply concepts through multi-media</li> </ul>	<p>See Comprehensive Teacher's Guide for ELL Preview and/or ELL View for each lesson.</p> <ul style="list-style-type: none"> <li>• Scaffold lessons</li> <li>• Student generated visuals and graphic organizers that serve as home involvement tools</li> <li>• Accessible, varied vocabulary instruction</li> <li>• Content based charts</li> <li>• Model expected tasks</li> <li>• Point out cognates</li> </ul>	<p>Refer to child's individual IEP modification section in addition to:</p> <ul style="list-style-type: none"> <li>• Reword, repeat, and rephrase instructions</li> <li>• Modify Theme tests</li> <li>• Highlight graphic organizers and add lines to organizer for writing</li> <li>• Use visuals and concrete manipulatives to convey concept</li> <li>• Have students draw pictures on graphic organizers rather than write words</li> <li>• Coach students to pause and reflect at the end of each paragraph and at the end of each page</li> <li>• Have the students explain their answers on the Theme tests</li> <li>• Use audio CDs</li> <li>• Draw pictures for vocabulary words</li> </ul>

# UNIT OVERVIEW

Course Title: Social Studies First Grade

Unit #: 3

Unit Title: Geography, People, Environment

## Unit Description and Objectives:

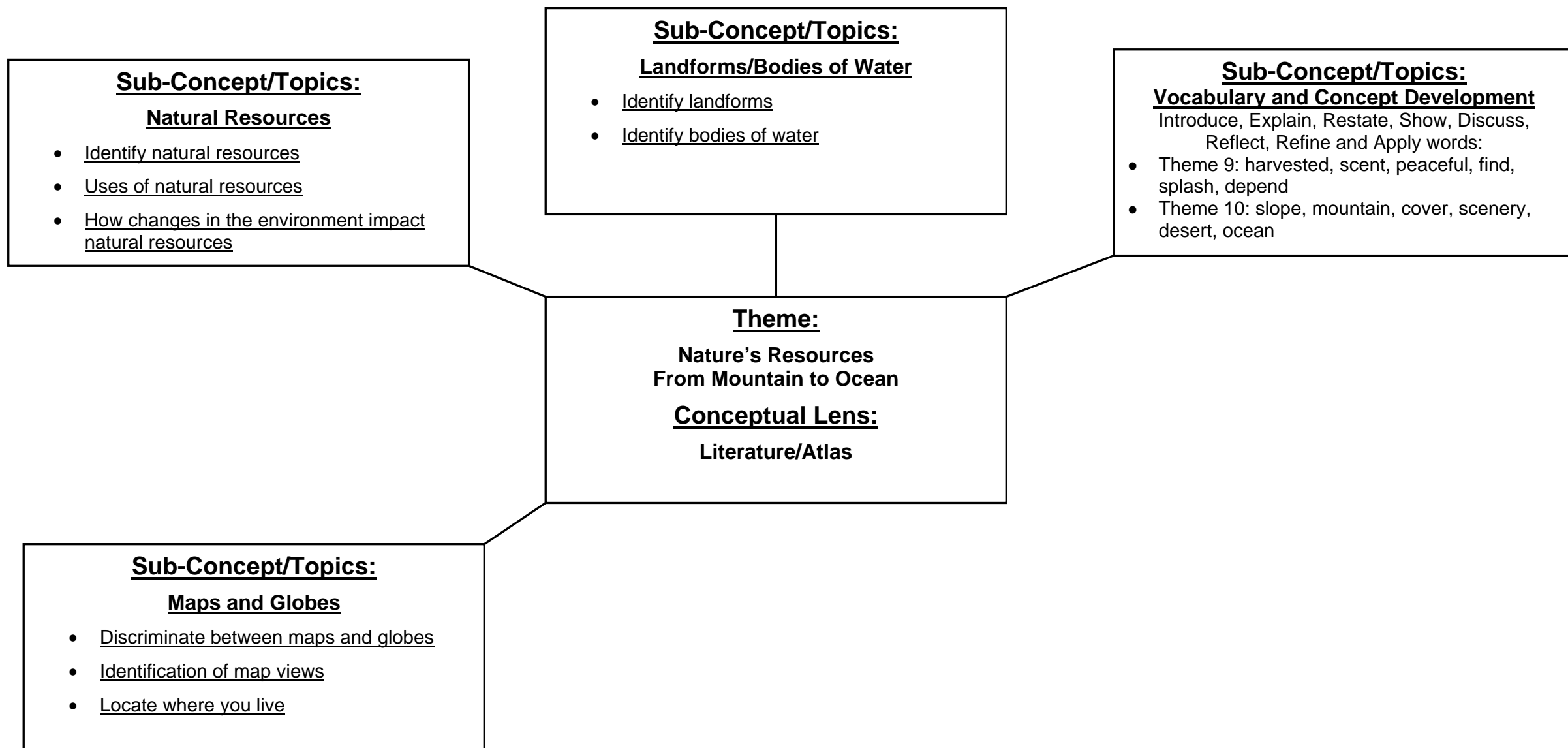
During this unit students will explore the concepts of physical geography (land and water), the names and uses of natural resources and their impact on the environment, and how maps and globes are used in everyday life. Through the use of literature, technology, and engaging activities students will investigate concepts related to air, water, and land.

## Essential Questions and Enduring Understandings:

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	<ul style="list-style-type: none"> <li>• What is a map?</li> <li>• What is the difference between a map and a globe?</li> </ul>
	Places are jointly characterized by their physical and human properties.	<ul style="list-style-type: none"> <li>• What is a landform?</li> <li>• What is the climate and weather in New Jersey compared to other places in the United States?</li> <li>• What is a resource?</li> <li>• How have resources impacted where and how people live?</li> </ul>

	The physical environment can both accommodate and be endangered by human activities.	<ul style="list-style-type: none"> <li>• What is pollution?</li> <li>• How do people pollute the environment?</li> <li>• How do humans have both a positive and negative impact on our earth?</li> </ul>
	Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> <li>• What is location?</li> <li>• What are natural resources?</li> <li>• What are needs and wants?</li> </ul>
<ol style="list-style-type: none"> <li>1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>2. How have scientific and technological developments over the course of history changed the way people live and economies and government function?</li> </ol>	Availability of resources affects economic outcomes.	<p>6.1.4.C.9</p> <p>Compare and contrast how access to and use of resources affects people across the world differently.</p> <ul style="list-style-type: none"> <li>• What are resources?</li> <li>• What are the similarities and differences of how people obtain and use resources across the world?</li> </ul>
	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	<ul style="list-style-type: none"> <li>• What are the natural resources in New Jersey?</li> <li>• What is geography?</li> <li>• What is transportation?</li> <li>• What are the methods of transportation?</li> <li>• What is technology?</li> <li>• What is a labor force?</li> <li>• What are economics?</li> <li>• What is a community of workers?</li> </ul>

# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies First Grade  
 Unit Number/Title: 3 Geography, People, Environment  
 Conceptual Lens: Literature  
 Appropriate Time Allocation (# of Days): 20 Days

Primary Core Content Standards referenced With Cumulative Progress Indicators								
RL 1-1	RL 1-4	RL 1-7	RL 1-2	RL 1-5	RL 1-9	RL 1-3	RL 1-6	RL 1-10 W1-2
RI 1-1	RI 1-4	RI 1-8	RI 1-2	RI 1-6	RI 1-9	RI 1-3	RI 1-7	SL 1-1 SL 1-4
RF 1-1	RF 1-4		RF 1-2	RF 1-3		RI 1-10		SL 1-2 SL 1-5 SL 1-3

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Geography, People, Environment Natural Resources Landforms/Bodies of Water Maps and Globes  20 days total Conceptual Lens: Literature Make Connections: Compare and Contrast Ask Questions	Identify examples of and uses for natural resources in the community, state, and nation.  Compare the ways that people use land and natural resources in different settings across the world, including conservation of natural resources and the actions that may harm the environment.  Identify and describe physical characteristics of landforms and bodies of water.  Compare and contrast geographical features of places within various communities.	Identify major oceans  Identify major continents  Describe the physical characteristics of landforms and be able to compare and contrast each  Identify natural resources in an environment and understand its impact  Identify different sources of pollution  Explain how people pollute the environment  Explain how humans change the surface of the earth, describing how humans have both positive and negative impact on the earth  Use a map to gather useful information and locate places  Identify the cardinal directions north, south, east and west	All of the activities listed may be taught whole class, small group or as a learning station, at the teacher's discretion.  Hands-on Activities contained in the Scott-Foresman Teacher's Manual  Harcourt Social Studies A Child's View Social Studies in Action Resources For The Classroom <ul style="list-style-type: none"> <li>• Hands-on Art Projects</li> <li>• Reader's Theater</li> <li>• Games</li> <li>• Writing Prompts</li> <li>• Singing Songs</li> </ul> Student Activities from the Nystrom Block Buddy Atlas Teacher's Binder and class book set.  Make a Trifold Book. Label each section "air", "water", and "plants". Draw a picture for each, showing people using each resource. Title it "Using Natural Resources"	Literacy by Design Comprehensive Teacher's Guide Unit: Earth Explorers  Theme 9 Nature's Resources Story: Fox, Beware!  Theme 10 From Mountain to Ocean Story: My Adventure with Fluffy  The Nystrom Block Buddy Atlas Maps and Globes  Educational Videos Safari Montage  Scott-Foresman Teacher's Manual and Big Books  Harcourt Social Studies A Child's View Social Studies in Action Resources For The Classroom  Learn the names of the 50 States Fifty Nifty United States <a href="https://www.youtube.com/">https://www.youtube.com/</a>	Document Camera  Educational Videos  Musical CDs  Educational Websites  Problem solving  Creativity  Collaboration  Communication	6.1.4.B.8; 6.1.4.C.9; 6.1.4.C.14 6.1.4.B.4; 6.1.4.B.7; 6.1.4.B.10 6.1.4.B.1; 6.1.4.B.3 6.1.4.B.5	<b>Formative Assessments:</b> Informal throughout unit at teacher discretion

<b>Topics/Concepts</b> (Incl. time / # days per topic)	<b>Critical Content</b> (Students Will Know:)	<b>Skill Objectives</b> (Students Will Be Able To:)	<b>Instructional/Learning Activities</b> & Interdisciplinary Connections	<b>Instructional Resources</b>	<b>Technology &amp; 21<sup>st</sup> C Skills</b> Integration (Specify)	<b>NJCCCS w/ CPI Reference</b>	<b>Evaluation/ Assessment:</b>
		<p>Construct a simple map</p> <p>Use a compass rose</p> <p>Interpret map symbols by reading a map key</p> <p>Demonstrate where he/she lives in relation to the world, country and state</p> <p>Identify time zones on a globe</p> <p>Describe the geography and climate in New Jersey.</p>		<p><a href="https://www.youtube.com/watch?v=WhDrGnjacvA">watch?v=WhDrGnjacvA</a></p> <p>7 Continent Songs  <a href="https://www.youtube.com/watch?v=fqsCWZtZlk4">https://www.youtube.com/watch?v=fqsCWZtZlk4</a></p>			

# Unit Modifications for Special Population Students:

<b>Struggling Learners</b>	<b>Gifted and Talented Students (Challenge Activities)</b>	<b>English Language Learners</b>	<b>Special Education Students</b>
<ul style="list-style-type: none"> <li>• Preview vocabulary</li> <li>• Preread passage</li> <li>• Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding</li> <li>• Offer one-on-one support by enlisting instructional assistants, student teachers, and parents to read with students during IDR and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage Gifted and Talented students to further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home</li> <li>• Utilize the Extension activities listed in your teacher's manual</li> <li>• Create assignments and projects for Gifted and Talented students which require them to apply concepts through multi-media</li> </ul>	<p>See Comprehensive Teacher's Guide for ELL Preview and/or ELL View for each lesson.</p> <ul style="list-style-type: none"> <li>• Scaffold lessons</li> <li>• Student generated visuals and graphic organizers that serve as home involvement tools</li> <li>• Accessible, varied vocabulary instruction</li> <li>• Content based charts</li> <li>• Model expected tasks</li> <li>• Point out cognates</li> </ul>	<p>Refer to child's individual IEP modification section in addition to:</p> <ul style="list-style-type: none"> <li>• Reword, repeat, and rephrase instructions</li> <li>• Modify Theme tests</li> <li>• Highlight graphic organizers and add lines to organizer for writing</li> <li>• Use visuals and concrete manipulatives to convey concept</li> <li>• Have students draw pictures on graphic organizers rather than write words</li> <li>• Coach students to pause and reflect at the end of each paragraph and at the end of each page</li> <li>• Have the students explain their answers on the Theme tests</li> <li>• Use audio CDs</li> <li>• Draw pictures for vocabulary words</li> </ul>

# UNIT OVERVIEW

Course Title: Social Studies First Grade

Unit #: 4

Unit Title: Rules and Laws

## Unit Description and Objectives:

During this unit students will explore the concepts of rules, laws, rights and responsibilities as they relate to the community. Students will develop a respect for good citizenship and patriotic symbols. Through the use of literature, technology, and engaging activities students gain a greater appreciation for these concepts within the context of the past, present, and future.

## Essential Questions and Enduring Understandings:

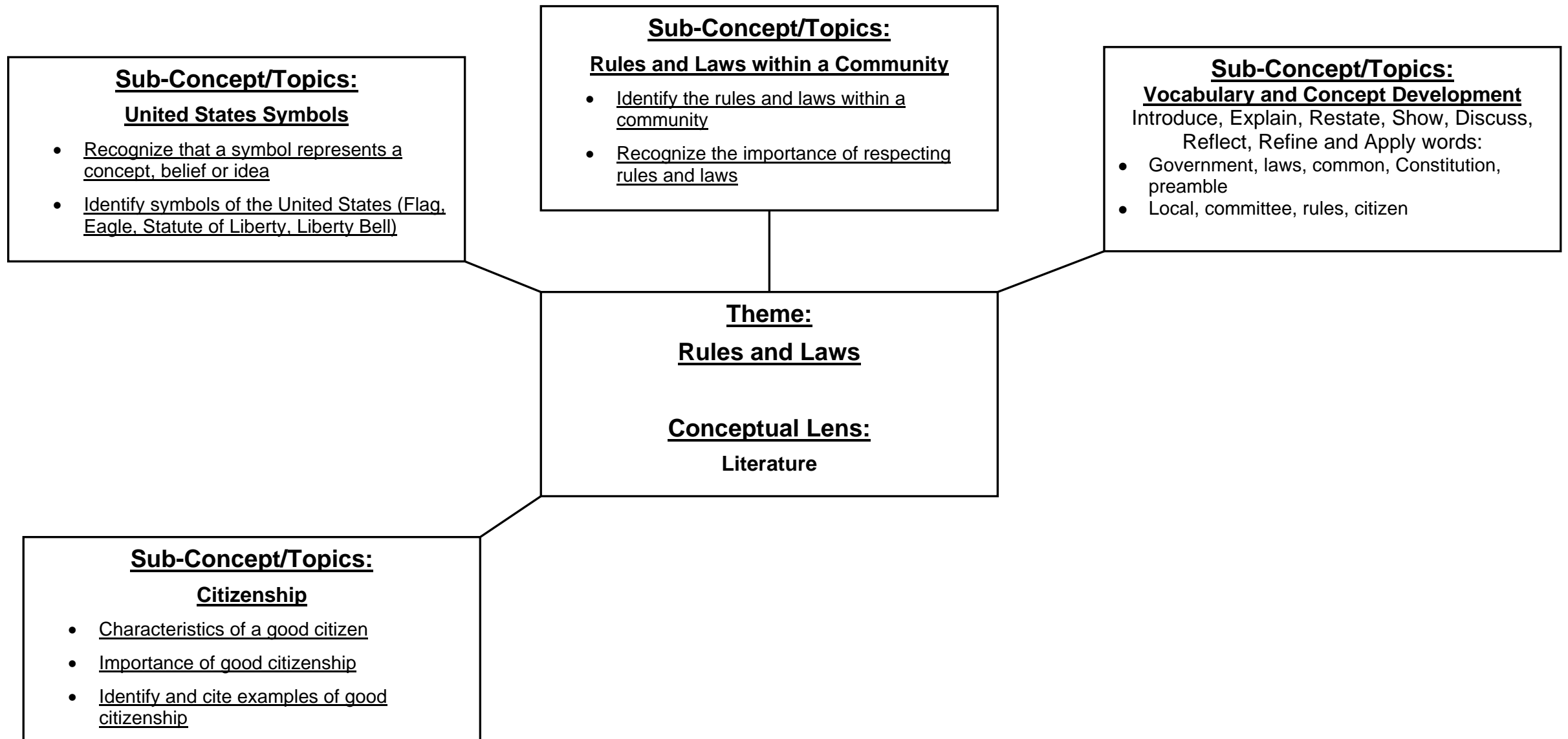
<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> </ol>	Rules and laws are developed to protect people’s rights and the security and welfare of society.	<ul style="list-style-type: none"> <li>What are the rules and laws in a community?</li> <li>Why do communities have rules and laws?</li> <li>How are rules and laws created within the community?</li> <li>What is the common good?</li> <li>What are rights and responsibilities?</li> <li>What is conflict?</li> <li>How are conflicts resolved?</li> <li>How do rules prevent conflicts?</li> </ul>
	Active citizens in the 21st century: <ul style="list-style-type: none"> <li>Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>Identify stereotyping, bias, prejudice, and</li> </ul>	<ul style="list-style-type: none"> <li>Why are community rules important?</li> <li>What are the rules/laws in the community?</li> <li>What are the differences between the rules in our school and the laws in our community?</li> <li>How do police keep community members safe?</li> </ul>



	<p>discrimination in their lives and communities.</p> <ul style="list-style-type: none"> <li>• Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>• Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>• Develop strategies to reach consensus and resolve conflict.</li> <li>• Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> </ul>	<ul style="list-style-type: none"> <li>• How do Fire Marshall/ firefighters/ambulance staff protect us on daily basis?</li> <li>• What role do the Mayor and town council do to help make new rules/laws?</li> <li>• Who are community helpers?</li> </ul>
<ol style="list-style-type: none"> <li>1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ol>	<p>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p>	<ul style="list-style-type: none"> <li>• What is civic leadership?</li> <li>• Who was George Washington? Thomas Jefferson? Benjamin Franklin?</li> <li>• What is government?</li> </ul>
	<p>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p>	<ul style="list-style-type: none"> <li>• What are historical symbols, monuments, and holidays?</li> </ul>
	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>• Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>• Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>• Are aware of their relationships to people, places, and resources in the local community and</li> </ul>	<ul style="list-style-type: none"> <li>• How is “fairness” conditional?</li> <li>• Why are some rights guaranteed through our laws?</li> </ul>

	<p>beyond.</p> <ul style="list-style-type: none"><li>• Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li><li>• Develop strategies to reach consensus and resolve conflict.</li><li>• Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li></ul>	
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# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies First Grade  
 Unit Number/Title: 4 Rules and Laws  
 Conceptual Lens: Literature  
 Appropriate Time Allocation (# of Days): 20 Days

Primary Core Content Standards referenced With Cumulative Progress Indicators								
RL 1-1	RL 1-4	RL 1-7	RL 1-2	RL 1-5	RL 1-9	RL 1-3	RL 1-6	RL 1-10 W 1-2
RI 1-1	RI 1-4	RI 1-8	RI 1-2	RI 1-6	RI 1-9	RI 1-3	RI 1-7	SL 1-1 SL 1-4
RF 1-1	RF 1-4		RF 1-2	RF 1-3		RI 1-10		SL 1-2 SL 1-5 SL 1-3

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Rules and Laws</p> <p>Rules and Laws within a Community</p> <p>Citizenship</p> <p>United States Symbols</p> <p>20 days total</p> <p>Conceptual Lens: Literature</p> <p>Synthesize: Retell</p> <p>Infer: Conclusion</p>	<p>Understand the foundations and principals of American democracy, including respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live.</p> <p>Understand the process of how rules and laws are created in the United States.</p> <p>Describe positive character traits of fairness, respect for others, courage, equality, tolerance, perseverance, and commitment.</p>	<p>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>Determine what makes a good rule or law, and apply this understanding to your school or community (e.g., bike helmet, recycling).</p> <p>Contact local officials and community members to acquire information and/or discuss local issues.</p> <p>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p>(Must Include &amp; Specify Interdisciplinary Connections <i>in Italics</i>)</p> <p><i>All of the activities listed may be taught whole class, small group or as a learning station, at the teacher's discretion.</i></p> <ul style="list-style-type: none"> <li>• Create an illustration of someone disobeying a rule and another illustrating or writing the possible consequence.</li> <li>• Discuss rules their parents had while growing up versus rules they currently have at home</li> <li>• Create a “preamble” to your classroom rules. Reflect on why rules exist and what they do for everyone to make life better. Sentence starter “ We the people of ___’s classroom in order to...”</li> <li>• Create a poster with simple illustrations for each of the steps in the</li> </ul>	<p>Schoolwide Mentor Texts Rules and Laws</p> <p><u>Mentor Texts</u> Back-to-School Rules The City Council Lilly’s Plastic Purse Officer Buckle and Gloria Rules and Laws We the Kids: The Preamble to the Constitution of the U.S. Safety Tips for Bike Riding (from Shared Texts)</p> <p>Complete activities using the following the SchoolWide Appendix sheets</p> <p>School and Home Rules pg. 42 Please Be Smart pg. 81 act out stanzas of the song Response to Reading pg. 96 The importance of following rules</p>	<p>Document Camera</p> <p>Educational Videos</p> <p>Musical CDs</p> <p>Educational Websites</p> <p>Problem solving</p> <p>Creativity</p> <p>Collaboration</p> <p>Communication</p> <p>Accountability</p> <p>CicCareer Awareness</p>	<p>6.1.4.A.1; 6.3.4.A.1; 6.3.4.A.2; 6.1.4.D.6; 6.3.4.D.1 6.1.4.D.17</p>	<p><b>Formative Assessments:</b> Informal throughout unit at teacher discretion</p> <p><b>Summative Assessment</b> Unit 4 Benchmark Assessment</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities &amp; Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
			<p>process of making laws in the U.S.</p> <ul style="list-style-type: none"> <li>• Students write their own safety tips for the classroom (can use cutout stars)</li> <li>• List topics class feels strongly about for our town. Write a letter to town official stating opinions/reasons.</li> <li>• Make a list of bike-riding safety rules</li> <li>• Students write a new rules that keep kids safe</li> <li>• Read <u>A Weekend With Wendell</u>, create rules for Wendell to follow.</li> <li>• Discuss what would happen if rules and laws did not exist.</li> <li>• Students interview a family member about how the rules have changed from when they were growing up.</li> <li>• Students draw/write what they consider to be the most important new information they learned about rules and laws during the unit.</li> </ul>				

# Unit Modifications for Special Population Students:

<b>Struggling Learners</b>	<b>Gifted and Talented Students (Challenge Activities)</b>	<b>English Language Learners</b>	<b>Special Education Students</b>
<ul style="list-style-type: none"> <li>• Preview vocabulary</li> <li>• Preread passage</li> <li>• Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding</li> <li>• Offer one-on-one support by enlisting instructional assistants, student teachers, and parents to read with students during IDR and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage Gifted and Talented students to further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home</li> <li>• Utilize the Extension activities listed in your teacher’s manual</li> <li>• Create assignments and projects for Gifted and Talented students which require them to apply concepts through multi-media</li> </ul>	<p>See Comprehensive Teacher’s Guide for ELL Preview and/or ELL View for each lesson.</p> <ul style="list-style-type: none"> <li>• Scaffold lessons</li> <li>• Student generated visuals and graphic organizers that serve as home involvement tools</li> <li>• Accessible, varied vocabulary instruction</li> <li>• Content based charts</li> <li>• Model expected tasks</li> <li>• Point out cognates</li> </ul>	<p>Refer to child’s individual IEP modification section in addition to:</p> <ul style="list-style-type: none"> <li>• Reword, repeat, and rephrase instructions</li> <li>• Modify Theme tests</li> <li>• Highlight graphic organizers and add lines to organizer for writing</li> <li>• Use visuals and concrete manipulatives to convey concept</li> <li>• Have students draw pictures on graphic organizers rather than write words</li> <li>• Coach students to pause and reflect at the end of each paragraph and at the end of each page</li> <li>• Have the students explain their answers on the Theme tests</li> <li>• Use audio CDs</li> <li>• Draw pictures for vocabulary words</li> </ul>

# UNIT OVERVIEW

Course Title: **Social Studies First Grade**

Unit #: **5**

Unit Title: **The Influence of History on the Present and the Future**

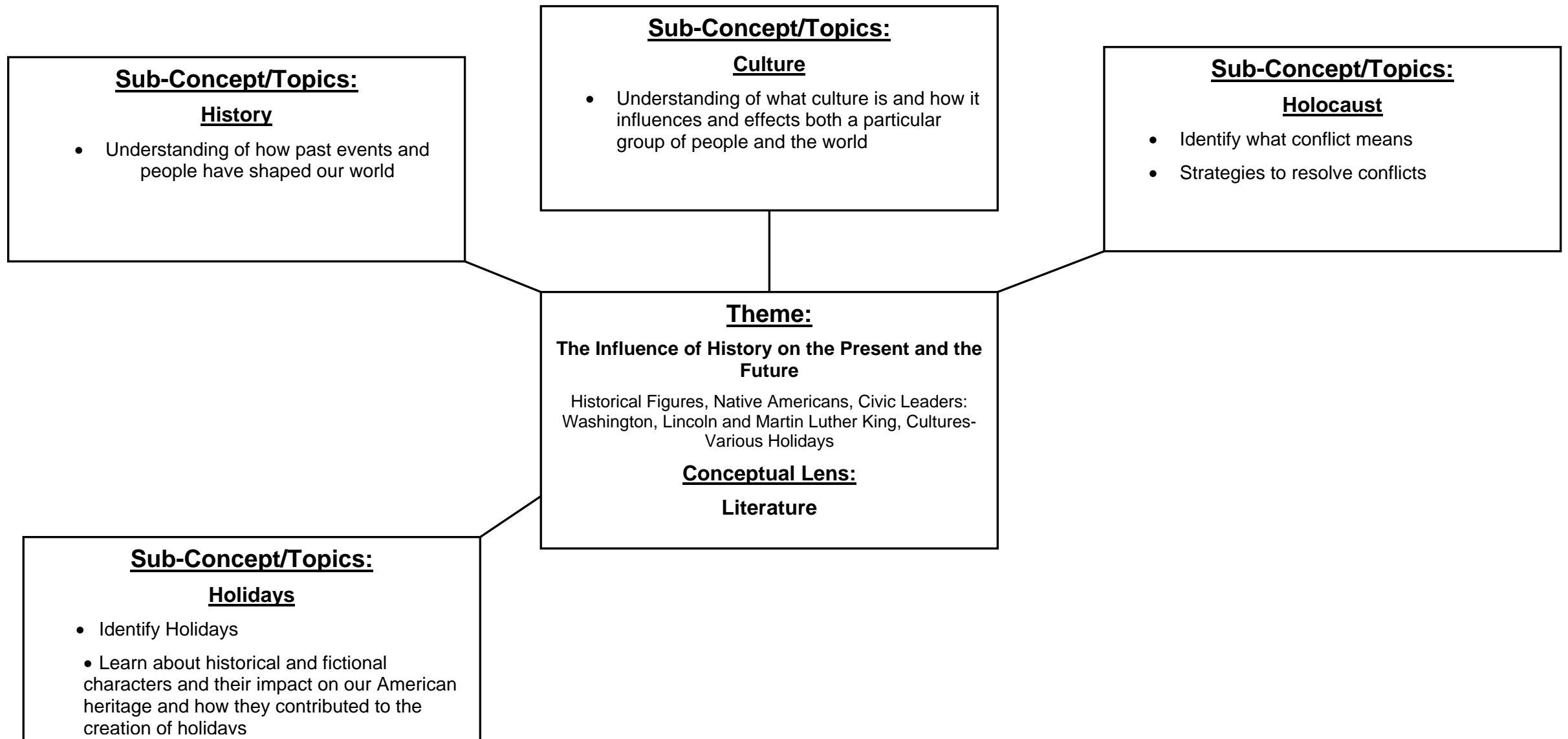
## Unit Description and Objectives:

During this unit students will explore the concepts holidays, historical leaders, culture, and holocaust studies. Through various pieces of literature and media, in conjunction with student centered activities, students will gain an appreciation for holidays, historical figures, and different cultures.

## Essential Questions and Enduring Understandings:

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>How do past events influence our beliefs?</li> <li>How can the study of cultures provide a context for understanding a diverse world?</li> </ol>	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	<ul style="list-style-type: none"> <li>What is folklore?</li> <li>What is the difference between historical and fictional characters?</li> </ul>
	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	<ul style="list-style-type: none"> <li>What are values and beliefs?</li> <li>How do different behaviors correspond to culture?</li> </ul>
	Cultures struggle to maintain traditions in a changing society.	<ul style="list-style-type: none"> <li>What is conflict?</li> <li>What are traditional beliefs and practices?</li> </ul>

# UNIT GRAPHIC ORGANIZER





# CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies First Grade

Unit Number/Title: 5 The Influence of History on the Present and the Future

Conceptual Lens: Literature

Appropriate Time Allocation (# of Days): Integrated throughout the year

**Primary Core Content Standards referenced With Cumulative Progress Indicators**

RI 1-3	RI 1-5	RL 1-1 RL 1-4 RL 1-7	W 1-5 W 1-8	SL 1-5 SL 1-6
RI 1-10	W 1-2	RI 1-1 RI 1-6 RI 1-7	SL 1-1 SL 1-4	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>History Culture Holocaust Holidays</p> <p style="text-align: center;">Define a holiday Recognize the importance of various holidays.</p>	<p>Students will be introduced to various holidays throughout the year. Students will be able to explain the importance of the holidays.</p>	<p>Students will be able to make connections between various holidays and understand their significance.</p>	<ul style="list-style-type: none"> <li>• Response to writing, or teacher-created worksheet</li> <li>• Themed center activities</li> <li>• Art projects depicting holidays</li> <li>• Role playing</li> <li>• Singing</li> <li>• Re-enacting of event</li> <li>• Snacks/foods associated with holiday</li> </ul>	<ul style="list-style-type: none"> <li>• Video: This Is Our Country</li> <li>• Safari Montage</li> <li>• Trade books on specific holidays</li> <li>• Songs</li> <li>• Poems</li> <li>• Reader’s Theater</li> <li>• Weekly Reader</li> <li>• People &amp; Places Books</li> <li>• (S.S. BigBooks by McGraw Hill)</li> <li>• New Nystrom Manual</li> <li>• YouTube</li> <li>• Internet sites</li> </ul>	<p>Document Camera</p> <p>Educational Videos</p> <p>Musical CDs</p> <p>Educational Websites</p> <p>You Tube</p>	<p>6.1.4.D.12; 6.1.4.D.13; 6.1.4.D.15</p>	<p><b>Formative Assessments:</b> Informal throughout unit at teacher discretion</p>
<p style="text-align: center;">Identify important historical figures. Explain their contributions to our country.</p>	<p>Students will know important historical figures (Washington, Lincoln, MLK Jr., etc.) and their contributions.</p>	<p>Students will be able to identify the contributions of historical figures.</p>	<ul style="list-style-type: none"> <li>• Writing to identify and summarize contributions of important figures</li> <li>• Themed center activities</li> <li>• Teacher-created worksheets</li> <li>• Independent reading about specific historical people</li> </ul>	<ul style="list-style-type: none"> <li>• Safari Montage</li> <li>• Trade books on specific people</li> <li>• Songs</li> <li>• Poems</li> <li>• Weekly Reader</li> <li>• People &amp; Places Books</li> <li>• (S.S. BigBooks by McGraw Hill)</li> <li>• New Nystrom Manual</li> </ul>	<p>Document Camera</p> <p>Educational Videos</p> <p>Musical CDs</p> <p>Educational Websites</p> <p>You Tube</p>		

<b>Topics/Concepts</b> (Incl. time / # days per topic)	<b>Critical Content</b> (Students Will Know:)	<b>Skill Objectives</b> (Students Will Be Able To:)	<b>Instructional/Learning Activities</b> & Interdisciplinary Connections	<b>Instructional Resources</b>	<b>Technology &amp; 21<sup>st</sup> C Skills</b> Integration (Specify)	<b>NJCCCS w/ CPI Reference</b>	<b>Evaluation/ Assessment:</b>
<p>Identify different cultures in our society.</p> <p>Recognize how cultures effect our lives.</p>	<p>Students will identify cultures in our society.</p> <p>Students will recognize the effect of culture on our lives.</p>	<p>Students will be able to identify cultures in our society.</p> <p>Students will be able to recognize the effect that culture has on our lives.</p>	<ul style="list-style-type: none"> <li>• Book reports</li> <li>• Role playing</li> <li>• Reader's Theater</li> <li>• Read about different cultures and indentify contributions to our life</li> <li>• Sample different culture's foods</li> <li>• Dress in native clothing</li> <li>• Write about culture's contributions</li> <li>• Worksheets</li> <li>• Themed center activities</li> <li>• Watch videos, internet, Safari Montage to visually show cultures</li> <li>• Arts/crafts of items from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube</li> <li>• Internet sites</li> <li>• Video: Families of Mexico</li> <li>• Safari Montage</li> <li>• Christmas Around the World activities</li> <li>• Seasonal Hands-on activities</li> <li>• Arts/crafts related to specific cultures (ie. Cinco de Mayo, Chinese New Year)</li> <li>• Trade books</li> <li>• Weekly Reader</li> <li>• People &amp; Places Books</li> <li>• (S.S. BigBooks by McGraw Hill)</li> <li>• New Nystrom Manual</li> <li>• YouTube</li> <li>• Internet sites</li> </ul>	<p>Document Camera</p> <p>Educational Videos</p> <p>Musical CDs</p> <p>Educational Websites</p> <p>You Tube</p>		
<p>Recognize and accept the differences among people.</p>	<p>Students will recognize and accept the differences among people.</p>	<p>Students will be able to recognize and accept the differences among us.</p>	<ul style="list-style-type: none"> <li>• Read books about differences</li> <li>• Read books about conflict and how to peacefully resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Book: <i>Families Are Different</i></li> <li>• Book: <i>Sneetches</i></li> <li>• Reader's Theater</li> <li>• Poems</li> <li>• Songs</li> <li>• Weekly Reader</li> <li>• People &amp; Places Books</li> <li>• (S.S. BigBooks by McGraw Hill)</li> </ul>	<p>Document Camera</p> <p>Educational Videos</p> <p>Musical CDs</p> <p>Educational Websites</p>		
<p>Explain how differences effect and enrich us.</p>	<p>Students will explain how differences effect and enrich us.</p>	<p>Students will explain how differences effect and enrich us.</p>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Class meetings/discussions</li> <li>• Responses writing</li> </ul>	<ul style="list-style-type: none"> <li>• People &amp; Places Books</li> <li>• (S.S. BigBooks by McGraw Hill)</li> </ul>	<p>You Tube</p>		

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
				<ul style="list-style-type: none"> <li>• New Nystrom Manual</li> <li>• YouTube</li> <li>• Internet sites</li> </ul>			

# Unit Modifications for Special Population Students:

<b>Struggling Learners</b>	<b>Gifted and Talented Students (Challenge Activities)</b>	<b>English Language Learners</b>	<b>Special Education Students</b>
<ul style="list-style-type: none"> <li>• Preview vocabulary</li> <li>• Preread passage</li> <li>• Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding</li> <li>• Offer one-on-one support by enlisting instructional assistants, student teachers, and parents to read with students during IDR and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage Gifted and Talented students to further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home</li> <li>• Create assignments and projects for Gifted and Talented students which require them to apply concepts through multi-media</li> </ul>	<ul style="list-style-type: none"> <li>• Provide multi-media resources for developing an understanding of history</li> <li>• Scaffold lessons</li> <li>• Student generated visuals and graphic organizers that serve as home involvement tools</li> <li>• Accessible, varied vocabulary instruction</li> <li>• Content based charts</li> <li>• Model expected tasks</li> <li>• Point out cognates</li> </ul>	<p>Refer to child's individual IEP modification section in addition to:</p> <ul style="list-style-type: none"> <li>• Reword, repeat, and rephrase instructions</li> <li>• Modify Theme tests</li> <li>• Highlight graphic organizers and add lines to organizer for writing</li> <li>• Use visuals and concrete manipulatives to convey concept</li> <li>• Have students draw pictures on graphic organizers rather than write words</li> <li>• Coach students to pause and reflect at the end of each paragraph and at the end of each page</li> <li>• Have the students explain their answers on the Theme tests</li> <li>• Use audio CDs</li> <li>• Draw pictures for vocabulary words</li> </ul>

# CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Social Studies Grade: 1

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages	Tech. Literacy	21 <sup>st</sup> Century Life & Careers
<b>History, Culture and Perspectives</b>	1.1.2.C.3; 1.2.2.A.2; 1.3.2.C.1		RL 1-1; RL 1-4 RL 1-7; RI 1-1 RI 1- 4; RI 1-8 RF 1-1; RF 1-4 SL 1-1; SL 1-4 RL 1-2; RL 1-5 RL 1-9; RI 1-2 RI 1-6; RI 1-9 RF 1-2; SL 1-2 SL 1-5; RL 1-3 RL 1-6; RL 1-10 RI 1-3; RI 1-7 RI 1-10; RF 1-3 SL 1-3; W 1-2						9.1.4.B.1 9.1.4.C.1 9.2.4.A.1 9.2.4.A.2
<b>Communities, Families and Traditions</b>			RL 1-1; RL 1-4 RL 1-7; RI 1-1 RI 1- 4; RI 1-8 RF 1-1; RF 1-4 SL 1-1; SL 1-4 RL 1-2; RL 1-5 RL 1-9; RI 1-2 RI 1-6; RI 1-9 RF 1-2; SL 1-2 SL 1-5; RL 1-3 RL 1-6; RL 1-10 RI 1-3; RI 1-7 RI 1-10; RF 1-3 SL 1-3; W1-2					8.2.2.A.1 8.2.2.A.2 8.2.2.A.3 8.2.2.A.5 8.2.2.B.1 8.2.2.B.3 8.2.2.B.4	9.1.4.B.1 9.1.4.C.1 9.2.4.A.1 9.2.4.A.2
<b>Geography, People, Environment</b>	1.1.2.C.3		RL 1-1; RL 1-4 RL 1-7; RI 1-1 RI 1- 4; RI 1-8 RF 1-1; RF 1-4 SL 1-1; SL 1-4 RL 1-2; RL 1-5 RL 1-9; RI 1-2		5.4.2.C.1; 5.4.2.G.3; 5.4.2.G.4			8.1.2.F.1	

			RI 1-6; RI 1-9 RF 1-2; SL 1-2 SL 1-5; RL 1-3 RL 1-6; RL 1-10 RI 1-3; RI 1-7 RI 1-10; RF 1-3 SL 1-3; W 1-2						
<b>Rules and Laws</b>	1.1.2.C.3; 1.3.2.C.1		RL 1-1; RL 1-4 RL 1-7; RI 1-1 RI 1- 4; RI 1-8 RF 1-1; RF 1-4 SL 1-1; SL 1-4 RL 1-2; RL 1-5 RL 1-9; RI 1-2 RI 1-6; RI 1-9 RF 1-2; SL 1-2 SL 1-5; RL 1-3 RL 1-6; RL 1-10 RI 1-3; RI 1-7 RI 1-10; RF 1-3 SL 1-3; W 1-2						
<b>The Influence of History on the Present and the Future</b>	1.1.2.B.1; 1.1.2.C.3; 1.2.2.A.2; 1.3.2.C.1		RI 1-3; RI 1-5 RL 1-1; RL 1-4 RL 1-7; RI 1-10 W 1-2; RI 1-1 RI 1-6; RI 1-7 W 1-5; W 1-8 SL1-1; SL 1-4 SL 1-5; SL 1-6						

\*All core content areas may not be applicable in a particular course.

# Washington Township Public Schools

## Department of Student Personnel Services

# CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

### **The intent is three-fold:**

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.