

**Belvidere Cluster Wide  
Social Studies Curriculum  
1st Grade  
Updated November, 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLA) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Mathematics
- Science/ Next Generation
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Online resources

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Integrated Accommodations and Modifications**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives

- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization

- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
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- Reduced/shortened written assignments
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- Use open book, study guides, test prototype
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## Grade 1

### Unit #1 Citizenship

Content Area: **Social Studies**

Course(s): **Social Studies**

Time Period: **Ongoing**

Length: **35 days**

Status: **Published**

### Enduring Understanding

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Rules and laws allow students/people to have structure within their school and community.

### Essential Questions

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Why should people follow rules?

How do laws help/influence communities?

What does it mean to be safe?

What would our community or school look like with without rules?

### NJ Student Learning Standards

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SOC.6.3.4.D.1

Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

SOC.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.

SOC.6.3.4.A.1

Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

### Instructional Activities

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I pledge Allegiance by Bill Martin, Jr. Students complete mini-booklet that explains the main concepts in the Pledge of Allegiance.

Create American flag out of torn strips of red, white, and blue construction paper

Role playing- Act out conflict resolution

I am a good citizen booklet

Voting Booth

Create a list of classroom rules

Read story How Full is Your Bucket. Generate a list of kind/helpful actions. Have students fill out a form each time they witness a kind gesture. Place buckets in classroom for students to fill.

Week of respect: Kindness quilt activity (Read The Kindness Quilt by Nancy Wallace. Students decorate a quilt square by writing about an act of kindness)

6 Pillars of Character

Read Chrysanthemum by Kevin Henkes to explore acceptance.

It's Okay to be Different activity (see resources)

Bus Safety- Rules and procedures: Teacher will read Riding the Bus with Mrs. Kramer (Our Neighborhood) by Alice K. Flanagan. Students will write their most important bus rule and create a paper bus.

## Interdisciplinary Connections

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Literature-based activities

[ELA-LITERACY.RL.1.1](#)

Ask and answer questions about key details in a text.

[ELA-LITERACY.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[ELA-LITERACY.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

## Assessments:

### Formative Assessment:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader's Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

## **Benchmark:**

ELA Research based benchmark

## **Summative:**

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment

## **Alternative:**

Collage

Portfolio

Role play

Conferences

Concept Map

Demonstration station

## **Texts and Resources**

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Pinterest:<https://www.pinterest.com/pin/34269647134443802/> (It's Okay to be different activity)

No David! By David Shannon

The Sandwich Swap by Queen Rania

Todd Parr- It's Okay to Be Different, It's Okay to Make Mistakes, The Peace Book  
I Pledge Allegiance by Bill Martin Jr.  
Grace for President by Kelly S. DiPucchio  
Duck for President by Doreen Cronin  
My Teacher for President by Kay Winters  
The Flag We Love by Pam Munoz Ryan  
Chickens May Not Cross the Road and other Crazy (But True) Laws by Kathi Linz  
How Full is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer  
Ben Rides On by Matt Davies  
Riding the Bus with Mrs. Kramer by Alice K. Flanagan

## Unit #2 Colonial Times

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **October-November**  
Length: **35 days**  
Status: **Published**

### Enduring Understanding

Customs and traditions help to define American culture.  
Key historical events, documents, and individuals led to the development of our nation.

### Essential Questions

How have Native Americans affected our culture?  
How are customs and traditions different/similar today than in colonial times?  
Who were the pilgrims and why/how are they important to our history?

### NJ Student Learning Standards

SOC.6.1.4.D.CS2 SOC.6.1.4.D.6	Key historical events, documents, and individuals led to the development of our nation. Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.8 SOC.6.1.4.D.CS9	Determine the significance of New Jersey's role in the American Revolution. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
SOC.6.1.4.D.4 SOC.6.1.4.D.10	Explain how key events led to the creation of the United States and the state of New Jersey. Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.11 SOC.6.1.4.D.12	Determine how local and state communities have changed over time, and explain the reasons for changes. 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.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.

### Instructional Activities

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Discuss reasons why students might move to a new town and why the colonists left England to move to America.

Compare and contrast colonial times/thanksgiving to present day. Read story Oh What a Thanksgiving and fill in venn diagram.

Read nonfiction books on native americans. Watch wampanoag indian powerpoint.

Read nonfiction books on pilgrims, Mayflower voyage, Native Americans. Discuss and retell key details. Write facts based upon their learning on Mayflower booklet or journal.

Develop knowledge of the voyage of the Mayflower— Students complete a writing activity identifying what they would bring with them to the New World and why.

Watch video Thank you Sarah: Identify how Thanksgiving became a holiday.

Discuss Talking Stick legend.

Identify Native American symbols and ideas that have influenced the regions of NJ and use them to decorate a teepee and/or write story.

Students write a journal entry pretending to be a child in colonial times. What would they be doing? What would their life like?

After viewing The Mayflower Voyagers, discuss how people felt about coming to the New World. Make connections with students if they have moved. Complete video reflection (written) to identify two things they have learned and one thing they are wondering.

## **Assessments :**

### **Formative Assessment:**

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**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

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**Reader's Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a



summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

## **Benchmark:**

ELA Research based benchmark

## **Summative:**

End-of-marking period assessment/ Performance task

Culminating Learning Project

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## **Alternative:**

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Portfolio

Role play

Conferences

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Demonstration station

## **Interdisciplinary Connections**

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### ELA:

Read story Thanks for Thanksgiving: Children brainstorm and write what they are thankful for.

Read story Turkey Trouble or Twas Night Before Thanksgiving, or Turk and Runt: Write own story about how to save turkey from Thanksgiving dinner. Disguise turkey and/or hide turkey.

### Science:

Explore how Native Americans used the land and animals to survive.

## **Texts and Resources**

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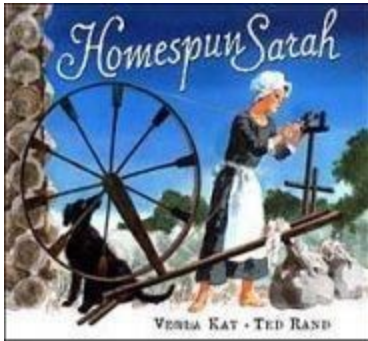
### **Day in the Life Series**

Samuel Eaton's Day, Sarah Morton's Day, and Tapenum's Day -- by Kate Waters

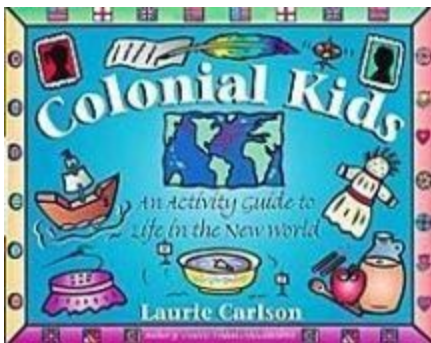
1st grade - 4th grade

<https://www.readworks.org/lessons/grade1/treasure>

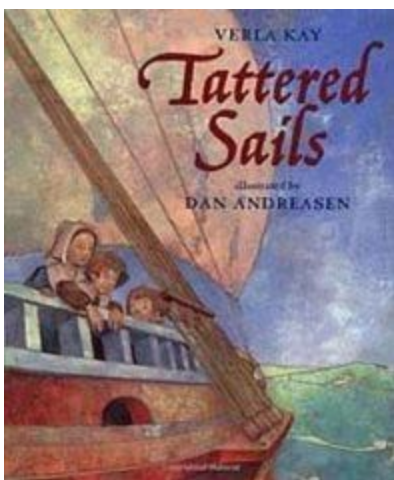
What was the Mayflower?



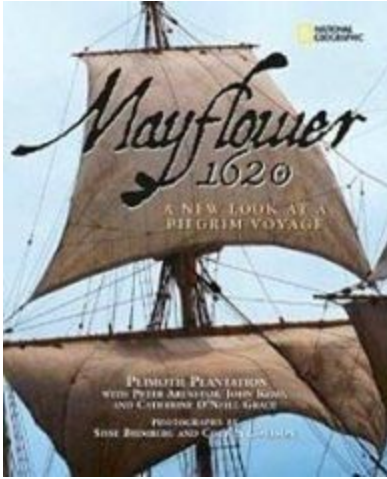
**Homespun Sarah** by  
Verla Kay  
1st grade - 4th grade



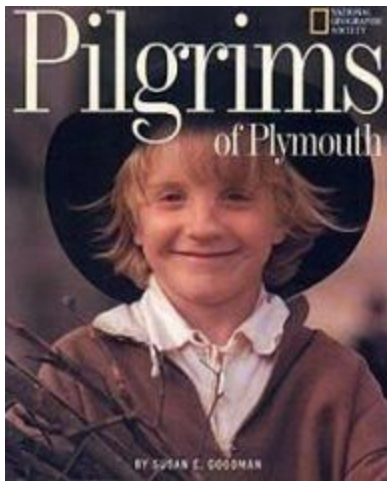
**Colonial Kids**  
An Activity Guide to Life in the  
New World by Laurie Carlson  
Kindergarten - 6th grade



**Tattered Sails** by  
Verla Kay  
Kindergarten - 3rd grade



**Mayflower 1620** A New Look at a Pilgrim Voyage by Peter Arenstam  
1st grade - 4th grade



**Pilgrims of Plymouth** by Susan Goodman

1st grade - 4th grade

Giving Thanks: A Native American Good Morning Message by Jake Swamp

The Story of the Pilgrims by Katherine Ross

Oh What a Thanksgiving by Steven Kroll (compares and contrasts Thanksgiving today to colonial times)

A Picture Book of Sacagawea by David Adler

Lenapeliveways.org - program/presentation on lenape delaware indians. <http://www.mayflowerhistory.com/passengers>

[http://www.scholastic.com/scholastic\\_thanksgiving/voyage/](http://www.scholastic.com/scholastic_thanksgiving/voyage/)

Video- The Mayflower Voyagers

[No Extra Room On The Mayflower](#)

## Unit #3 Culture & Diversity

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **Ongoing**  
Length: **35 days**  
Status: **Published**

### Enduring Understanding

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Cultures include traditions, popular beliefs, commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

### Essential Questions

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Why are some traditions recognized throughout the world?  
How do people celebrate their cultures?  
How do different countries celebrate holidays?

### NJ Student Learning Standards

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SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

### Instructional Activities

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Discuss holiday traditions in other parts of the world.-Look at tradition through special clothes worn, activities, foods eaten, and decorations- How did each of these come to be part of the tradition or celebration? Read aloud for each holiday accompanied by a learning activity. (Examples: Kwanzaa, Chinese New Year, Cinco de Mayo, Hanukkah)

Students write about a favorite holiday tradition. Compose an opinion/persuasive writing piece. State opinion and support with at least one good reason.

Read, discuss and have students participate in a variety of activities about American Holidays such as Constitution Day, President's Day, Veteran's Day, Columbus Day, Flag Day, Independence Day, and Labor Day.

Parent volunteers share aspects of their cultures with students – Compare and contrast cultures of classmates. Use food, dance and traditions to motivate students. Begin to describe the different customs, food and clothing of people from different cultures. Hello Amigos – Tricia Brown Shades of Black: A Celebration of Our Children – Sandra Pinkney Apple Pie 4th of July – Janet S. Wong

Take an imaginary plane ride around the world to various countries discussing identifying their Christmas traditions. Make a suitcase that includes the flags, maps, and small description of countries visited. Mark a classroom map throughout the unit that shows the various places visited. Students can refer back to the visual. Identify the traditions that have influenced American culture.

Read story about Chinese New Year: Make dragon, complete Chinese New Year booklets (enchanted learning), play Chinese New Year Games. Show outline of China and location. Discuss animal celebrated this year. Write facts about Chinese New Year. Explain how these traditions have changed in response to different cultural groups.

View an interactive [Prezi](#) that demonstrates celebrations around the world. Explain how these beliefs, values, traditions, culture, and experiences have influenced the perspectives of people in that country.

## Interdisciplinary Connections

ELA:

For this project, have each student pick a holiday family tradition to tell about. Research a holiday tradition with their family and explain it in four easy steps. Use the written directions that they did with their family and create a storyboard of their four steps. They illustrated each step with pencil, crayons, and markers.

*Writing 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.*

*Writing 1.7 Participate in shared research and writing projects (example: explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)*

*Writing 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.*

*Speaking & Listening 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.*

## Assessments :

### Formative Assessment:

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**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

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**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

## **Benchmark:**

ELA Research based benchmark

## **Summative:**

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment

## **Alternative:**

Collage

Portfolio

Role play

Conferences

Concept Map

Demonstration station

## **Texts and Resources**

Hello Amigos – Tricia Brown

Shades of Black: A Celebration of Our Children –Sandra Pinkney

Apple Pie 4th of July – Janet S. Wong

Fox, M. (1997). Whoever you are. Orlando, Florida: First Voyager Books

Lankford, M. (1998). Christmas around the world. New York, NY: William Morrow & Company.

Bringing in the New Year by Grace Lin

It's Okay to be Different by Todd Parr

Sandwich Swap by [Queen Rania of Jordan Al Abdullah](#)

Scholastic: <http://www.scholastic.com/teachers/lesson-plan/multiculturalism-and-diversity>

# Unit #4 National Holidays, Symbols & People

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **Ongoing**  
Length: **35 days**  
Status: **Published**

## Enduring Understanding

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Patriotism is a way to show respect for our symbols and holidays. Folklore helps us honor our country.

## Essential Questions

How can a symbol have meaning to our country?  
Why is folklore an important part of our country's identity?  
What makes someone famous?

## NJ Student Learning Standards

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SOC.6.3.4.CS2	Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
SOC.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.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.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.

## Instructional Activities

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Use vocabulary of symbols with images to build vocabulary, introduce symbols and important people. In small groups allow children to sort cards or print out images as well as labels to discuss grouping. Students can match labels to various people and symbols as well as sort by symbol, landmark, important person, or holiday.

Find meaning in the Pledge of Allegiance. Recite and evaluate the language. Use a cut and paste to order the pledge. Discuss each line allowing students to share what they think each line means. Compare to other countries pledges. ex. Australia or scout pledge. Define as a promise. Students move from understanding the pledge as a morning routine to an actual promise to their country.

George Washington's teeth, fact or fib. Read and discuss various presidents. Use statements to play Fact or Fib game. Ex. George Washington was the 7th president (FIB) thumbs down. True statements get a thumbs up. Encourage students to write one of their own fact or fib statements.

How Tall Is Abe? Mount Rushmore measurement comparison, relate facts about each person and why they have their faces carved into rock. What made them important enough to be a symbol on a mountain in South Dakota?

Read American Folklore: Paul Bunyan and Babe the Blue Ox and differentiate between fiction and informational reading. What is the importance of folklore in our history? Read the various tall tales that explain features in nature. Discuss fact and fiction, evaluate each tall tale read and give justification for reasoning of fact or fiction.

Read *We The Kids* The Preamble to the Constitution. Discuss how the class rules go along with the classroom constitution. Discuss what it means to sign your name to something 2 and what it meant for the founders to sign their names to the U.S. Constitution. Have students agree to sign the classroom constitution and then hang up in the classroom for the entire year

Use Pebblego.com or other kid friendly search engines to research and share information on a choice symbol. introduce topic, share a set number of facts and articulate why this symbol is important to helped shape our country. Discuss and relate Martin Luther King, Jr.'s actions and perspective to the shaping of future decisions. Read and discuss Martin's Big Words By Doreen Rappaport. Students complete writing activity by choosing their own big



words. Evaluate why certain individuals have made contributions to our country that made them important enough to be featured on coins or bills.

Johnny Appleseed- Read and discuss story. Students complete a related art project.

Read biographies about famous Americans. Students write an autobiography.

## Interdisciplinary Connections

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ELA - folklore

NJSLS [ELA-LITERACY.RL.1.5](#) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Research facts on George Washington and Abe Lincoln- Students use facts to write a short nonfiction text.

NJSLS [ELA-LITERACY.W.1.7](#) Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

NJSLS [ELA-LITERACY.W.1.2](#) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Math Connection -Abe- measuring length, ordering three objects in height order; famous figures on money

NJSLS [MATH.CONTENT.1.MD.A.1](#) Order three objects by length; compare the lengths of two objects indirectly by using a third object.

NJSLS [MATH.CONTENT.1.MD.A.2](#) Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

Health - character and decision making

### Assessments :

#### Formative Assessment:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader's Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.



**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

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## **Benchmark:**

ELA Research based benchmark

## **Summative:**

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment

## **Alternative:**

Collage/ Art Project

Portfolio

Role play

Conferences

Concept Map

Demonstration station

## **Texts and Resources**

We The Kids: The Preamble to the Constitution

Landmarks U.S.A by Libby Brereton; What Is The Story of Our Flag? by Janice Behrens; The Statue of Liberty By Lloyd G. Douglas; Star-Spangled Banner, America The Beautiful; The Pledge of Allegiance; The Third Bell, The Lincoln Memorial,

Duck For President; U. S. Presidents, Clifford For President, I Can Be President Too!

Ron's Big Mission by Rose Blue and Corinne J. Naden, Martin's Big Words, Abe Lincoln & George Washington biographies

Famous Quotes

Contributions

Time For Kids Reader: Visit The Capital

[Paul Bunyan](#)

[Martin's Big Words](#) by Doreen Rappaport

[Pledge of Allegiance](#) Cut and Paste

## Unit #5 Family & Community Life

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **April**  
Length: **30 days**  
Status: **Published**

### Enduring Understanding

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Each family is unique in its makeup and will evolve over time in response to their needs, wants, and availability of resources.

### Essential Questions

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What is a family and why are they important?  
How do families change over time?  
How are families alike and different?  
How do wants, needs, and the availability of resources affect families' decisions?

### NJ Student Learning Standards

SOC.6.3.4.CS5

Develop strategies to reach consensus and resolve conflict.

SOC.6.3.4.CS3

Are aware of their relationships to people, places, and resources in the local community and beyond.

SOC.6.3.4.CS1

Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

### Instructional Activities

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Students work with a partner to create a Venn Diagram comparing their families.  
Students create a class bar graph to compare the number of people in their families.  
Students create a class web chart of family jobs to show how all members are dependent on one another.  
Students create a family timeline.  
Compare and contrast family dynamics before and after the student was born.  
Teacher reads story aloud. Students make their own family tree by tracing and cutting out a tree trunk, tracing hands for each family member, labeling them, and gluing to their tree. Families Are Different by Nina Pelligrini  
Make a graph of number of siblings. Advance/independent students can graph brothers and sisters in the class. Read Julius, Baby of the World by Kevin Henkes. Discuss the building of the family bond. Relate to real life situations with siblings. How was the conflict resolved?

### Interdisciplinary Connections

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Read and discuss related literature.

NJSLS [ELA-LITERACY.RL.1.1](#)

Ask and answer questions about key details in a text.

NJSLS [ELA-LITERACY.RL.1.2](#) Retell stories, including key details, and demonstrate understanding of their central message or lesson.

NJSLS [ELA-LITERACY.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

Math-Reading/discussing bar graphs

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## Assessments :

### Formative Assessment:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader’s Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

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**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

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## Benchmark:

ELA Research based benchmark

## Summative:

End-of-marking period assessment/ Performance task  
Culminating Learning Project  
End-of-year Assessment

## Alternative:

Collage  
Portfolio  
Role play  
Conferences  
Concept Map  
Demonstration station  
Create a family tree

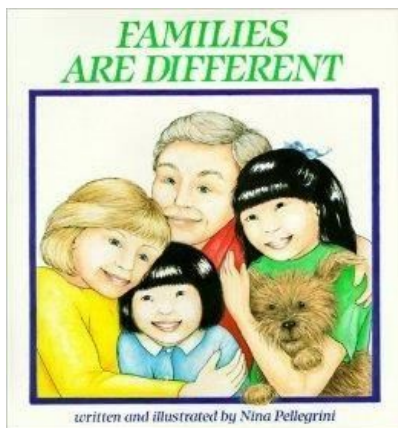
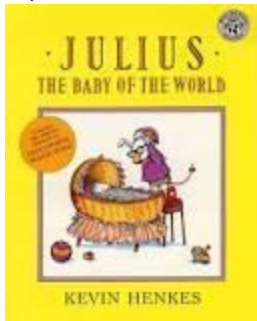
## Texts and Resources

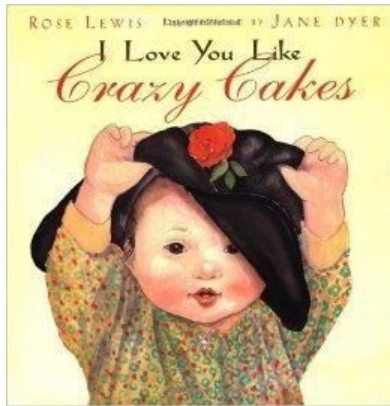
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[First Grade Wow: Me and My Family](#) link to family mini unit

[We Are Family](#): Link to family lessons

[Family Theme](#): Link to lessons on family





Wildred Gordon McDonald Partridge by Mem Fox  
The Relatives Came by Cynthia Rylant  
Blackout! by John Rocco  
The Family Tree by David McPhail  
The Family Book by Todd Parr  
Me and My Family Tree by Joan Sweeny  
One Family by George Shannon  
Daddy, Could I have an Elephant? by Jake Wolf <http://www.facthound.com/>

## Unit #6 Geography

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **May**  
Length: **30 days**  
Status: **Published**

### Enduring Understanding

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People live in many different locations and where people live affects the way they live.

### Essential Questions

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How are people affected by the geography and weather?  
Why do we need maps?  
How do people use and share resources?

### NJ Student Learning Standards

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SOC.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.

SOC.6.1.4.B.4

Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

SOC.6.1.4.B.CS7

Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

SOC.6.1.4.D.11

Determine how local and state communities have changed over time, and explain the reasons for changes.

SOC.6.1.4.A.14

Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

### Instructional Activities

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Read My Map Book by Sara Fanelli. Use map skills to view google earth to zoom out from school, view NJ, Country, continent, world. Explore an atlas at each term to show various types of map, recognize words:

border, north south east west, continent, state, country, globe

Teacher presents a sphere of blue clay and a globe. Teacher cuts the ball of clay in half and flattens out it. Compare clay to a flat world map.

Map Making

Poems and songs about the seven continents

Order town, state, country, continent, Earth. (Use nesting boxes) Practice using vocabulary: north, south, east, west, lake, sea, river, ocean, hill mountain, plain, map continent city, state, country, compass, rural, urban, suburban.

Land, water, and air pollution

Action Map: use a giant map or carpet map to 'travel' from one location to another. Student use correct direction words

[Interactive Map travel on Harcourt](#)

Maps Use Symbols, what is a map key. [Interactive Map Skills](#)

Read story such a Where I live Or The Little house discuss different communities: urban, suburban and country.

Identify the similarities and differences of each. Have them divide 12x18 sheet of paper in thirds and illustrate each type of community.

## Interdisciplinary Connections

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Science ~ our environment.

NJSLS [ELA-LITERACY.RI.1.1](#) Ask and answer questions about key details in a text.

NJSLS [ELA-LITERACY.RI.1.2](#) Identify the main topic and retell key details of a text.

NJSLS [ELA-LITERACY.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text

NJSLS [ELA-LITERACY.RI.1.4](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

NJSLS [ELA-LITERACY.RI.1.5](#)

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

NJSLS [ELA-LITERACY.RI.1.6](#)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

## Assessments :

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## **Benchmark:**

ELA Research based benchmark

## **Summative:**

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment'

Compare/ contrast same map from different time period - Final Project

## **Alternative:**

Collage

Portfolio

Role play

Conferences

Concept Map

Demonstration station

## **Texts and Resources**

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My Continent and In My Country by Heather Adamson

Me on the Map by Joan Sweeney

Maps and Globes by Jack Knowlton

[Article: Seven Large Lands](#)

The Little House by Virginia Lee Burton

Where Do I Live by Neil Chesnow

The Suburban Kid and the City Kid by Deb Pilutti

My Friend Grandpa By Harriet Ziefert The Stray Dog by Marc Simont

<https://www.pinterest.com/pin/171066485823210463/> : link to nesting boxes flip book

link: <https://www.pinterest.com/pin/20829217004497072/>