

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Social Studies	Grade Level(s): First Grade
Department: Humanities	Credits:
BOE Adoption Date: September 2021	Revision Date(s): August 2021

Course Description

Students in first grade will participate in the examination of citizenship with a study of both local and state government. Students are introduced to the significance of rules, the process of creating laws, and the importance of each individual in democratic society. The responsibilities of individuals to engage in active citizenship are addressed in a project-based learning experience while human rights and the interdependence of citizens in a global economy and society are discussed. Additionally, holidays and key events in history will be explored and commemorated.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: First Grade Social Studies

Prerequisite(s): Kindergarten Social Studies

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Trimester 1	Trimester 1 / 60 days / September - December	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1 ● 6.1.2.CivicsPI.2 ● 6.1.2.CivicsPI.3 ● 6.1.2.CivicsPI.4 ● 6.1.2.CivicsPI.5 ● 6.1.2.CivicsPD.1 ● 6.1.2.CivicsPD.2 ● 6.1.2.CivicsDP.2 ● 6.1.2.CivicsPR.1 ● 6.1.2.CivicsPR.2 ● 6.1.2.CivicsPR.3 ● 6.1.2.CivicsPR.4 ● 6.1.2.CivicsCM.1 ● 6.1.2.CivicsCM.2 ● 6.1.2.CivicsCM.3 ● 6.1.2.Geo.GI.2 ● 6.1.2.HistoryCC.3 ● 6.1.2.HistorySE.1 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Recognize and describe the importance of rules and laws at home, in school, and in society ● Understand the significance of key holidays, historical figures, and historical events ● Explain how all people play important roles in a community ● Engage in discussions by asking questions, considering the facts, listening to the ideas of others, and sharing opinions ● Describe how equality, fairness, and respect impact individuals and communities ● Determine what makes a good rule or law ● Discuss how rules and laws 	<p>Holidays/Historical Events:</p> <ul style="list-style-type: none"> ● Constitution Day ● September 11th ● Columbus Day ● Halloween ● Veteran’s Day ● Election Day ● Thanksgiving <p>Social Studies Topics:</p> <ul style="list-style-type: none"> ● Classroom and School Rules ● Friendship ● Community ● Community Helpers ● Bus Safety ● Seasons - Fall ● Fire Safety

			<p>can be applied to the classroom environment</p> <ul style="list-style-type: none"> • Develop and follow a set of classroom and school rules • Explain how past events, individuals, and innovations affect our current lives 	
Unit 2: Trimester 2	Trimester 2 / 60 days / December - March	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.4 • 6.1.2.CivicsPI.5 • 6.1.2.CivicsPD.1 • 6.1.2.CivicsPD.2 • 6.1.2.CivicsDP.2 • 6.1.2.CivicsDP.3 • 6.1.2.CivicsPR.1 • 6.1.2.CivicsPR.2 • 6.1.2.CivicsPR.3 • 6.1.2.CivicsPR.4 • 6.1.2.CivicsCM.1 • 6.1.2.CivicsCM.2 • 6.1.2.CivicsCM.3 • 6.1.2.Geo.HE.1 • 6.1.2.Geo.HE.2 • 6.1.2.Geo.GI.2 • 6.1.2.EconET.1 • 6.1.2.EconNE.2 • 6.1.2.HistoryUP.2 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Recognize and describe the importance of rules and laws at home, in school, and in society • Understand the significance of key holidays, historical figures, and historical events • Explain how all people play important roles in a community • Engage in discussions by asking questions, considering the facts, listening to the ideas of others, and sharing opinions • Explain how historical symbols, monuments, and holiday reflect the share values, principles, and beliefs of the American identity 	<p>Holidays/Historical Events:</p> <ul style="list-style-type: none"> • Christmas • Hanukkah • Kwanzaa • New Years Eve/Day • Inauguration Day • Martin Luther King, Jr. Day • Presidents' Day • Black History Month • Groundhog Day • Valentine's Day <p>Social Studies Topics:</p> <ul style="list-style-type: none"> • Families • Community • Friendship • Kindness • Rules/Laws • Needs/Wants • Historical Symbols • Traditions • Climate • Seasons - Winter

			<ul style="list-style-type: none"> ● Explain why rules and laws are necessary ● Describe why it is important that individuals assume personal and civic responsibilities in a democratic society ● Describe how human activities affect the culture and environmental characteristics of places or regions ● Describe examples of goods and services that governments provide ● Describe the differences between needs and wants 	
Unit 3: Trimester 3	Trimester 3 / 60 Days / March - June	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.4 ● 6.1.2.CivicsPI.5 ● 6.1.2.CivicsPD.1 ● 6.1.2.CivicsPD.2 ● 6.1.2.CivicsDP.1 ● 6.1.2.CivicsDP.2 ● 6.1.2.CivicsPR.2 ● 6.1.2.CivicsPR.3 ● 6.1.2.CivicsPR.4 ● 6.1.2.CivicsCM.1 ● 6.1.2.CivicsCM.2 ● 6.1.2.CivicsCM.3 ● 6.1.2.Geo.HE.1 ● 6.1.2.Geo.HE.2 ● 6.1.2.Geo.GI.2 ● 6.1.2.HistoryCC.3 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Recognize and describe the importance of rules and laws at home, in school, and in society ● Understand the significance of key holidays, historical figures, and historical events ● Explain how all people play important roles in a community ● Engage in discussions by asking questions, 	<p>Holidays/Historical Events:</p> <ul style="list-style-type: none"> ● St. Patrick's Day ● Women's History Month ● Easter ● Arbor Day ● Earth Day ● Mother's Day ● Cinco De Mayo ● Memorial Day ● Father's Day ● Flag Day <p>Social Studies Topics:</p> <ul style="list-style-type: none"> ● Friendship ● Community

		<ul style="list-style-type: none"> 6.1.2.HistoryUP.2 	<p>considering the facts, listening to the ideas of others, and sharing opinions</p> <ul style="list-style-type: none"> Analyze classroom rules and routines and describe how they are designed to benefit the common good Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted Explain how environmental characteristics affect people's lives in a place or region Use technology to understand the culture and physical characteristics of regions Demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture Establish a process for how individuals can effectively work together to make decisions 	<ul style="list-style-type: none"> Kindness Summer Safety Read Across America Dental Health Seasons - Spring, Summer
--	--	---------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Instructional Unit Map

Course Title: First Grade Social Studies

Unit Title	Trimester 1		Start Date:	September
			Length of Unit:	Trimester 1 60 Days
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. ● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ● 6.1.2.CivicsPI.5: Describe how communities work to 	Learning Goals	Students will be able to... <ul style="list-style-type: none"> ● Recognize and describe the importance of rules and laws at home, in school, and in society ● Understand the significance of key holidays, historical figures, and historical events ● Explain how all people play important roles in a community ● Engage in discussions by asking questions, considering the facts, listening to the ideas of others, and sharing opinions ● Describe how equality, fairness, and respect impact individuals and communities ● Determine what makes a good rule or law ● Discuss how rules and laws can be applied to the classroom environment ● Develop and follow a set of classroom and school rules ● Explain how past events, individuals, and innovations affect our current lives 	

	<p>accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. ● 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ● 6.1.2.CivicsPR.1: Determine what makes a good rule or law. ● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. ● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the 		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>common good.</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. ● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. ● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. ● 6.1.2.HistoryCC.3: Make inferences about how 		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>past events, individuals, and innovations affect our current lives.</p> <ul style="list-style-type: none"> 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 			
Essential Questions	<ul style="list-style-type: none"> What are rules and why are they important? How can we establish rules in our school and classroom to ensure safety and fairness? What is a holiday and why do we celebrate/commemorate special occasions? How can past events affect our current lives? 			
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative		Alternative
	<ul style="list-style-type: none"> Anecdotal notes Thumbs up/thumbs down Interactive questioning Teacher observation Choral and individual responses to questioning Center work Homework Checklists 	<ul style="list-style-type: none"> Projects Scholastic Let's Find Out Magazine Family Projects Classroom Rules List School Rules List Positive/Negative behavior sort 		<ul style="list-style-type: none"> Community Helper Presentations Parent Visitations Mock Presidential Election
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> Interactive questioning Activate prior knowledge of holidays/historical events Demonstrate understanding of rules - generate list of classroom rules 			

Instructional Strategies/ Student Activities	<ul style="list-style-type: none"> • Think/Pair/Share • Online Media Resources • Scholastic Let's Find Out Magazine & Digital Program • Mentor Texts • Community Helper Projects 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Provide ELL students with multiple literacy strategies. • Provide visuals • Labeling in English and Spanish • Use of Google Translate • Provide modeling • Differentiated grouping • Small group instruction • Single step directions • Allow child to redo 	<ul style="list-style-type: none"> • Provide visuals • Provide modeling • Single step instructions • Provide extra time • Peer buddy • Differentiated grouping • Allow child to redo work • Alternative assignments • Enhanced directions • Shortened/ simplified assignments 	<ul style="list-style-type: none"> • Allow for choice in student grouping • Provide more detailed instructions • Additional time on assignments • Provide visuals • Provide modeling • Peer buddy 	<ul style="list-style-type: none"> • Tiered assignments • Flexible grouping • Independent projects • Learning Centers
Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Library area: books & resources available for student exploration. • Projects/Rules List on display • Center Exploration 		<ul style="list-style-type: none"> • Daily center activities • Journaling • Social studies lessons • Presentations/Peer Sharing 	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Promethean board for student & teacher discussions ● iPads (social studies apps) ● Scholastic Let's Find Out ● Brain Pop Jr. Videos 	<ul style="list-style-type: none"> ● Holiday Celebrations
<p>Vocabulary Highlight key vocabulary (both Tier II and Tier III words)</p>	<ul style="list-style-type: none"> ● Tier Two- rules, laws, school, home, holiday, history, community, sharing, friendship, safety, celebrate, events ● Tier Three- historical figures, historical events, society, innovations, community helpers, government, president, election, voting, veteran, Christopher Columbus, native american, pilgrim 	
<p>Integration of Technology SAMR</p>	<p>Substitution</p> <ul style="list-style-type: none"> ● View Videos on Brain Pop Jr. <ul style="list-style-type: none"> ○ Halloween ○ Thanksgiving ○ Community Helpers ○ Homes ○ Kindergarten ○ School ○ Transportation ○ Christopher Columbus ○ Rights and Responsibilities ● Scholastic News Videos <ul style="list-style-type: none"> ○ Friendship ○ I Try My Best ○ My Community 	

	<ul style="list-style-type: none"> ○ Firefighters/Fire Safety ○ Hispanic Heritage Month ○ Veterans Day ○ The Story of a Native American Kid <p>Augmentation:</p> <ul style="list-style-type: none"> ● Students will take a quiz following the jr.brainpop.com videos. ● Students will use an ipad to explore social studies concepts ● SEL lessons on Seesaw <p>Modification:</p> <ul style="list-style-type: none"> ● Seesaw program. Assignments can be differentiated according to individual level <p>Redefinition:</p> <ul style="list-style-type: none"> ● Students will give their own community helper presentation 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA:</p> <ul style="list-style-type: none"> ● W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-ESS2-1) ● RI.K.1 - With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2) ● SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2) ● RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (K-2-ETS1-1) ● W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1) ● W.2.8 -Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1) 	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes</p>	<p>Skills</p>
<p>Environmental Literacy</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions 		<ul style="list-style-type: none"> ● Responsibility and Accountability ● Critical Thinking ● Problem Solving

	<p>affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems.</p> <ol style="list-style-type: none"> 2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.). 3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions. 4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues). 	<ul style="list-style-type: none"> • Strategic Thinking • Decision Making • Respect and Understanding
Resources /Materials	<ul style="list-style-type: none"> • Scholastic News • Brain Pop Jr. • Mentor Texts • Journals 	

Instructional Unit Map			
Course Title: First Grade Social Studies			
Unit Title	Trimester 2	Start Date:	December
		Length of Unit:	Trimester 2 60 Instructional Days
Content Standards <i>What do we want them to know,</i>	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsPI.5: Describe how 	Learning Goals	Students will be able to... <ul style="list-style-type: none"> • Recognize and describe the importance of rules and laws at home, in school, and in society • Understand the significance of key holidays, historical figures, and historical events

<p><i>understand, & do?</i></p>	<p>communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. ● 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. ● 6.1.2.CivicsPR.1: Determine what makes a good rule or law. ● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in 		<ul style="list-style-type: none"> ● Explain how all people play important roles in a community ● Engage in discussions by asking questions, considering the facts, listening to the ideas of others, and sharing opinions ● Explain how historical symbols, monuments, and holiday reflect the share values, principles, and beliefs of the American identity ● Explain why rules and laws are necessary ● Describe why it is important that individuals assume personal and civic responsibilities in a democratic society ● Describe how human activities affect the culture and environmental characteristics of places or regions ● Describe examples of goods and services that governments provide ● Describe the differences between needs and wants
-------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>schools, and in communities.</p> <ul style="list-style-type: none">● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.		
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<ul style="list-style-type: none"> ● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. ● 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. ● 6.1.2.EconET.1: Explain the difference between needs and wants ● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. ● 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 		
Essential Questions	<ul style="list-style-type: none"> ● What are holidays? How do we celebrate? ● What are traditions? How can traditions differ? ● What makes a good leader? 		

	<ul style="list-style-type: none"> • What is the difference between a need and a want? 			
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative		Alternative
	<ul style="list-style-type: none"> • Anecdotal notes • Thumbs up/thumbs down • Interactive questioning • Teacher observation • Choral and individual responses to questioning • Center work • Homework • Checklists 	<ul style="list-style-type: none"> • Projects • Presentations • Family Projects • Classroom events 		<ul style="list-style-type: none"> • Holidays around the world • Parent visitations • Virtual tour of the White House
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Interactive questioning • Prior knowledge of holidays and traditions • Prior knowledge of historical events 			
Instructional Strategies/ Student Activities	<ul style="list-style-type: none"> • Think, pair, share • Online media resources • Journals • Scholastic Let's Find Out Magazine • STEM activities • Mentor Texts • Holiday celebrations 			
Instructional/Assessment Scaffolds <i>(Modification</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

<p><i>ns /Accommodations) – planned for prior to instruction</i></p>	<ul style="list-style-type: none"> ● Provide ELL students with multiple literacy strategies. ● Provide visuals ● Labeling in English and Spanish ● Use of Google Translate ● Provide modeling ● Differentiated grouping ● Small group instruction ● Single step directions ● Allow child to redo 	<ul style="list-style-type: none"> ● Provide visuals ● Provide modeling ● Single step instructions ● Provide extra time ● Peer buddy ● Differentiated grouping ● Allow child to redo work ● Alternative assignments ● Enhanced directions ● Shortened/simplified assignments 	<ul style="list-style-type: none"> ● Allow for choice in student grouping ● Provide more detailed instructions ● Additional time on assignments ● Provide visuals ● Provide modeling ● Peer buddy 	<ul style="list-style-type: none"> ● Tiered assignments ● Flexible grouping ● Independent projects ● Learning Centers
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Library area: books & resources available for student exploration. ● Projects on display ● Center Exploration ● Promethean board for student & teacher discussions ● iPads (social studies apps) ● Scholastic Let's Find Out magazines 		<ul style="list-style-type: none"> ● Daily center activities ● Journaling ● Social Studies lessons ● Presentations/Peer Sharing 	

<i>understanding)</i>		
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> ● Tier Two- holidays, traditions, society, rules, friendship, love, shadow, government, goods, services, environment, region, president ● Tier Three- needs, wants, Christmas, Hanukkah, Kwanzaa, democracy, inauguration, Valentine's Day, Groundhog Day, equality, race 	
Integration of Technology SAMR	<p>Substitution</p> <ul style="list-style-type: none"> ● View Videos on Brain Pop Jr. <ul style="list-style-type: none"> ○ Needs and Wants ○ Branches of Government ○ President ○ Goods and Services ○ Lunar New Year ○ Abraham Lincoln ○ George Washington ○ Martin Luther King Jr. ○ Rosa Parks ○ Jackie Robinson ○ Rights and Responsibilities ○ US Symbols ○ Saving and Spending ○ Winter Holidays ● Scholastic News <ul style="list-style-type: none"> ○ Holiday Traditions ○ Hibernation ○ Dr. Martin Luther King Jr. ○ New Year, New Habits ○ President's Day ○ Black History Month ○ Dental Health Month 	

	<ul style="list-style-type: none"> ○ Who Runs Our Town? <p>Augmentation:</p> <ul style="list-style-type: none"> ● Students will take a quiz following the jr.brainpop.com videos. ● Students will use an ipad to explore social studies concepts. <p>Modification:</p> <ul style="list-style-type: none"> ● Seesaw program. Assignments can be differentiated according to individual level. <p>Redefinition:</p> <ul style="list-style-type: none"> ● Students will discuss their personal holiday traditions. 					
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA:</p> <ul style="list-style-type: none"> ● RI.K.1- With prompting and support, ask and answer questions about key details in a text. (K-PS2-2) ● W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1) ● SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2) 					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Themes</th> <th style="text-align: center; padding: 5px;">Skills</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>Global Awareness</p> <ol style="list-style-type: none"> 1. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 2. Understanding other nations and cultures, including the use of non-English languages. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration ● Information literacy ● Flexibility and adaptability ● Initiative and self direction ● Productivity and accountability ● Leadership and responsibility </td> </tr> </tbody> </table>	Themes	Skills	<p>Global Awareness</p> <ol style="list-style-type: none"> 1. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 2. Understanding other nations and cultures, including the use of non-English languages. 	<ul style="list-style-type: none"> ● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration ● Information literacy ● Flexibility and adaptability ● Initiative and self direction ● Productivity and accountability ● Leadership and responsibility 	
Themes	Skills					
<p>Global Awareness</p> <ol style="list-style-type: none"> 1. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 2. Understanding other nations and cultures, including the use of non-English languages. 	<ul style="list-style-type: none"> ● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration ● Information literacy ● Flexibility and adaptability ● Initiative and self direction ● Productivity and accountability ● Leadership and responsibility 					
<p>Resources /Materials</p>	<ul style="list-style-type: none"> ● Scholastic News ● Brain Pop Jr. ● Mentor Texts 					

	<ul style="list-style-type: none"> • Journals
--	--------------------------------------------------------------

Instructional Unit Map			
Course Title: First Grade Social Studies			
Unit Title	Trimester 3	Start Date:	March
		Length of Unit:	Trimester 3 60 Days
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 	Learning Goals	Students will be able to... <ul style="list-style-type: none"> • Recognize and describe the importance of rules and laws at home, in school, and in society • Understand the significance of key holidays, historical figures, and historical events • Explain how all people play important roles in a community • Engage in discussions by asking questions, considering the facts, listening to the ideas of others, and sharing opinions • Analyze classroom rules and routines and describe how they are designed to benefit the common good • Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted • Explain how environmental characteristics affect people's lives in a place or region • Use technology to understand the culture and physical characteristics of regions

	<ul style="list-style-type: none"> ● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ● 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. ● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. ● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. ● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a 		<ul style="list-style-type: none"> ● Demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture ● Establish a process for how individuals can effectively work together to make decisions
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>democratic society.</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. ● 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. ● 6.1.2.HistoryCC.3: Make 		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>inferences about how past events, individuals, and innovations affect our current lives.</p> <ul style="list-style-type: none"> 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 			
Essential Questions	<ul style="list-style-type: none"> What are holidays and how are they celebrated? What is the military and why is it important to honor them? How are symbols important to people and nations? How do people respond to the changing seasons? 			
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative		Alternative
	<ul style="list-style-type: none"> Anecdotal notes Thumbs up/thumbs down Interactive questioning Teacher observation Choral and individual responses to questioning Center work Homework Checklists 	<ul style="list-style-type: none"> Projects Presentations Family Projects Classroom Events 		<ul style="list-style-type: none"> Presentations Holiday celebrations Mother's/Father's Day gifts
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> Interactive questioning Prior knowledge of holidays and traditions Prior knowledge of historical events 			

Instructional Strategies/ Student Activities	<ul style="list-style-type: none"> • Think, pair, share • Online media resources • Journals • Scholastic Let's Find Out Magazine • Social Studies interactive activities 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Provide ELL students with multiple literacy strategies. • Provide visuals • Labeling in English and Spanish • Use of Google Translate • Provide modeling • Differentiated grouping • Small group instruction • Single step directions • Allow child to redo 	<ul style="list-style-type: none"> • Provide visuals • Provide modeling • Single step instructions • Provide extra time • Peer buddy • Differentiated grouping • Allow child to redo work • Alternative assignments • Enhanced directions • Shortened/simplified assignments 	<ul style="list-style-type: none"> • Allow for choice in student grouping • Provide more detailed instructions • Additional time on assignments • Provide visuals • Provide modeling • Peer buddy 	<ul style="list-style-type: none"> • Tiered assignments • Flexible grouping • Independent projects • Learning Centers
Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Library area: books & resources available for student exploration. • Projects on display • Center Exploration 		<ul style="list-style-type: none"> • Daily center activities • Journaling • Social studies lessons • Presentations/Peer Sharing 	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Promethean board for student & teacher discussions ● iPads (social students apps) 	
<p>Vocabulary Highlight key vocabulary (both Tier II and Tier III words)</p>	<ul style="list-style-type: none"> ● Tier Two- mother, father, spring, summer, holiday, celebrate, military, flag, respect, tradition, culture, decision, women ● Tier Three- Easter, Cinco de Mayo, Memorial Day, Flag Day, Read Across America, dental health 	
<p>Integration of Technology SAMR</p>	<p>Substitution</p> <ul style="list-style-type: none"> ● View Videos on Brain Pop Jr. <ul style="list-style-type: none"> ○ Mexico ○ Statue of Liberty ○ Continents and Oceans ○ Susan B. Anthony ○ Branches of Government ● Scholastic News Videos <ul style="list-style-type: none"> ○ Read Across America ○ Women's History Month ○ Spring Weather ○ Earth Day ○ Meet a Cool Kid ○ Summer Safety ○ American Symbols 	

	<p>Augmentation:</p> <ul style="list-style-type: none"> • Students will take a quiz following the jr.brainpop.com videos. • Students will use an ipad to explore social studies concepts. <p>Modification:</p> <ul style="list-style-type: none"> • Seesaw program. Assignments can be differentiated according to individual level <p>Redefinition:</p> <ul style="list-style-type: none"> • Students will create a new object out of recycled material to celebrate Earth Day 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA:</p> <ul style="list-style-type: none"> • W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1),(K-PS3-2) • K.MD.A.2- Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (K- PS3-1) • RI.2.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (K-2-ETS1-1) • W.2.6- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1),(K-2-ETS1- 3) • W.2.8- Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),(K-2-ETS1-3) • SL.2.5- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-2-ETS1-2) 	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <p>Global Awareness</p> <ol style="list-style-type: none"> 1. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 2. Understanding other nations and cultures, including the use of non-English languages. 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Creativity and innovation • Critical thinking and problem solving • Communication and collaboration • Information literacy • Flexibility and adaptability • Initiative and self direction

		<ul style="list-style-type: none">● Productivity and accountability● Leadership and responsibility
Resources /Materials	<ul style="list-style-type: none">● Scholastic News Magazines● Brain Pop Jr.● Journals	