

Green Township School District Grade 1 Social Studies Curriculum - Revised 2017

Pacing: 5-6 weeks		Unit 1 Geography	
		Unit 1 Essential Questions: <i>How does geography affect our lives?</i> <i>What stories do maps and globes tell us?</i> <i>How do we shape the environment?</i>	
Unit 1 Social Studies Standards	Activities to Support Student Learning	Unit 1 Critical Knowledge and Skills	
<p>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.</p>	<p>Whole group will be introduced to maps through the “Reading Maps” video by BrainPOP Jr.</p> <p>In stations, students may examine several types of maps by creating a list of features found on each.</p> <p>Once students are familiar with several types of maps, they can create their own map of a place they know well (ie., school, classroom, home, neighborhood, etc.).</p> <p>Students may read the article, “A School Map” on Readworks.org</p>	<ul style="list-style-type: none"> ● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. ● Places are jointly characterized by their physical and human properties. ● The physical environment can both accommodate and be endangered by human activities. ● Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. ● Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. ● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ● Students become aware of their relationships to people, places, and resources in the local community and beyond. ● Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. 	
<p>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</p>	<p>Watch Brain Pop, Jr. video Natural Resources & complete quiz</p> <p>Introduce students to natural resources included on maps of New Jersey, such as, lakes, rivers, oceans, mountains, etc. As a</p>		

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<p>of New Jersey and the United States.</p>	<p>whole group, or in small groups, examine how these natural features impact people living in those areas. Explore the financial impacts that these resources have on people that use and/or sell them.</p>	
<p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p>	<p>Read and discuss <i>The Lorax</i>, by Dr. Seuss</p> <p>Ask students to take note of litter in their community by creating a log of litter sightings. Afterwards, ask students why they think humans litter and what types of damage it might do to the environment.</p>	
<p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p>	<p>Using www.mapbox.com, explore the state of New Jersey's natural landscape to determine why certain areas are better suited for living than others.</p>	
<p>6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.</p>	<p>Use an online resource such as www.connectallschools.org, to connect with a classroom from another country. Share what has been learned about how humans impact the environment in our country (ie., littering, etc.). Ask the partner school to share their environmental concerns. Explore solutions for both classrooms.</p>	
<p>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and</p>	<p>Classroom or grade level can create a picture book about an environmental concern and present it to local government to propose solutions.</p>	

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propose possible solutions.		
Unit 1 Grade 1 What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Student portfolios Exit tickets Teacher observation and anecdotal notes Class discussions		Short responses Presentations Student portfolios
Core Instructional Materials		District/School Supplementary Resources
“Reading Maps” video by BrainPOP Jr. Readworks.org Mapbox.com		Maps, globes DOGOnews.com BrainPOP Jr. Subscription

Plan for Language Study Unit 1 Grade 1		
<u>New:</u> Natural resources Land forms	<u>Review:</u> Map	<u>Academic Vocabulary:</u>

Interdisciplinary Connections throughout the K-12 Curriculum
<u>ELA:</u> RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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- 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.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Math:

Measurement and Data 1.MD

Geometry 1.G

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
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- CRP5. Consider the environmental, social and economic impacts of decisions.**
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- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

2014 NJ Technology Standards:

8.1 Educational Technology ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

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Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

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Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
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Students at Risk of School Failure:

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Pacing: 3-4 weeks		UNIT 2 Economics	
		<p>Unit 2 Essential Questions:</p> <p><i>What is the difference between needs and wants?</i></p> <p><i>How do you earn money?</i></p> <p><i>Why should we save money?</i></p> <p><i>How do people work together to get what they need?</i></p> <p><i>Why do people spend money?</i></p>	
Unit 2 Social Studies Standards	Activities to Support Student Learning	Unit 2 Critical Knowledge and Skills	
<p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	<p>Read aloud: <i>Something Good</i>, by Robert Munsch. Discuss the difference between needs and wants.</p> <p>Whole group can learn “The Wanting song.” http://www.kidseconposters.com/singalongs/wanting-song/</p>	<ul style="list-style-type: none"> ● People make decisions based on their needs, wants, and the availability of resources. ● Economics is a driving force for the occurrence of various events and phenomena in societies. ● Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. 	
<p>6.1.4.C.4 Describe how supply and demand influence price and output of products.</p>	<p>Model supply and demand through play money and props. Afterwards, students may practice in small groups and during stations.</p> <p>Whole group can learn “The Supply and Demand Song.” http://www.kidseconposters.com/singalongs/the-supply-and-demand-song/</p>		

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6.1.4.C.10 Explain the role of money and savings	Read aloud, <i>The Berenstain Bears' Trouble with Money</i> by Stan and Jan Berenstain	
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http://financeintheclassroom.org/passport/first/social_studies.shtml		

<u>New:</u> Supply Demand Income savings Needs and wants	<u>Review:</u>	<u>Academic Vocabulary:</u>
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SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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Math:

Operations and Algebraic Thinking 1.OA
 Number and Operations in Base Ten 1.NBT

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Pacing: 5-6 weeks		UNIT 3 Citizenship
	Unit 3 Essential Questions: <i>What would the world be like without rules?</i> <i>What makes a good citizen?</i> <i>Is fairness and equality the same thing?</i>	
Unit 3 Social Studies Standards	Activities to Support Student Learning	Unit 3 Critical Knowledge and Skills

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<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>	<p>Read <i>Never Spit on Your Shoes</i> by Denys Cazet. Discuss why classroom rules are important. Ask students to create a new class rule that will solve a problem that frequently occurs in the classroom.</p>	<ul style="list-style-type: none"> ● Rules and laws are developed to protect people’s rights and the security and welfare of society. ● American constitutional government is based on principles of limited government, shared authority, fairness, and equality. ● The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. ● The United States democratic system requires active participation of its citizens. ● Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ● Develop strategies to reach consensus and resolve conflict. ● Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
<p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p>	<p>Read the book, <i>We Can Get Along: A Child’s Book of Choices</i> by Lauren Murphy Payne. Discuss why it is important to get along with others and treat people fairly.</p>	
<p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p>	<p>Build background knowledge of rights violations through readings of: <i>The Story of Ruby Bridges</i> by George Ford, <i>If a Bus Could Talk</i> by Faith Ringgold (story about Rosa Parks), and <i>Freedom Summer</i> by Deborah Wiles. Discuss how each person responded to the situation they were faced with.</p>	
<p>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.</p>	<p>Read biography of Dr. Martin Luther King Jr. and explore his influence on the civil rights movement.</p>	
<p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising</p>	<p>Students should determine ways that they can make a difference in the world, creating a class book or personal booklet on how they can make their community a</p>	

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their civic responsibilities at the community, state, national, and global levels.	better place.	
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).		
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.		
6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes		

Unit 3 Grade 1 What This May Look Like

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<p><u>New:</u> dream equality fairness Martin Luther King, Jr. peaceful protest Rosa Parks Ruby Bridges</p>	<p>Review: Rule/law</p>	<p>Academic Vocabulary: school community</p>
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Interdisciplinary Connections throughout the K-12 Curriculum: Unit 3 Grade 1

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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: Throughout the year (follows calendar)

UNIT 4 Holidays and Celebrations

Unit 4 Essential Questions:

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		<p><i>Why do we celebrate holidays?</i> <i>Is any culture better than another?</i> <i>How do our beliefs influence our actions?</i></p>
Unit 4 Social Studies Standards	Activities to Support Student Learning	Unit 4 Critical Knowledge and Skills
6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.	Activities are dependent on holiday	<ul style="list-style-type: none"> • Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • 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. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.		
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.		
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.		
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures, and their individual points of view. cultures in an interconnected world.		
Unit 4 Grade 1 What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Student portfolios		Short responses

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Exit tickets Teacher observation and anecdotal notes Class discussions	Student portfolios
District/School Texts	District/School Supplementary Resources

<u>New:</u> culture historical symbols monument perspective	<u>Review:</u> holiday	<u>Academic Vocabulary:</u> symbol
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Interdisciplinary Connections throughout the K-12 Curriculum: Unit 4 Grade 1

ELA:

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 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.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- 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.**

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	<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
2014 NJ Technology Standards:	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes

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- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
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- Student may request to use a computer to complete assignments.
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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

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- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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Pacing: 3-4 weeks		Unit 5 My Country	
		Unit 5 Essential Questions:	
		<i>What are the characteristics of heroes?</i> <i>Which American leaders are considered heroes?</i> <i>What important documents and events led to the development of our country?</i>	
Unit 5 Social Studies Standards	Activities to Support Student Learning	Unit 5 Critical Knowledge and Skills	
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.	Read aloud: <i>We the Kids</i> by David Catrow and <i>What If Everybody Did That?</i> , by Ellen Javernick. Once familiar with our basic rights, play a “what if” game with the class. Determine what would happen if we did not have the rights we are granted through the Constitution and the Bill of Rights.	<ul style="list-style-type: none"> ● The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. ● Key historical events, documents, and individuals led to the development of our nation. ● Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. 	
6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local,	Read <i>America : A Patriotic Primer</i> by Lynne Cheney		

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state, and national levels.		
6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	<p>Watch BrainPOP Jr. <i>Ellis Island</i> video.</p> <p>Using a map of America, create a class list of reasons why people settled in New Jersey (proximity to NYC, the Atlantic Ocean for traveling and trade, farming, etc.)</p>	
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	BrainPOP Jr. George Washington	
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	Students should explain the impact of historical documents on their lives today.	
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.	Read biographies as a whole group read aloud and in stations. Students should be able to explain how each historical figure contributed to American history.	
6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	Read texts about Thomas Edison and his inventions (Edison started his career in Newark, NJ)	

Unit 5 Grade 1 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Student portfolios	Short responses Student portfolios

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Exit tickets Teacher observation and anecdotal notes Class discussions	
Core Instructional Materials	District/School Supplementary Resources
“Reading Maps” video by BrainPOP Jr. Readworks.org	Maps, globes BrainPOP Jr. Subscription

Plan for Language Study Grade 1 Unit 5		
<u>New:</u> Constitution Bill of Rights Patriotic Invention Rights Vote Democracy	<u>Review:</u> Map	<u>Academic Vocabulary:</u> event document

Interdisciplinary Connections throughout the K-12 Curriculum
<u>ELA:</u> RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 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. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7. Use the illustrations and details in a text to describe its key ideas RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 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. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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Integration of 21st Century Themes and Skills	
<u>21st Century Skills/ Career Ready Practices:</u>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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Differentiation / Accommodations / Modifications	
<p><u>Gifted and Talented:</u></p>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). 	
<p>Anchor Activities</p>	

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- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

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