



Grade 1

Social Studies Curriculum

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

Grade 1 Social Studies Curriculum Committee Credits:

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Social Studies, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District Social Studies Curriculum Grade 1 Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

The Oradell Public School believes that an education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;

- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

(Taken from NJDOE NJSL Social Studies Vision)

The goal of our Social Studies curriculum is to spark inquiry in our students and foster a classroom culture where students consistently notice, wonder, and ask questions to further their understanding and take ownership of their learning.

**Oradell
Social Studies Curriculum
Grade 1**

New Jersey Student Learning Standards for Social Studies PACING	
Unit	Schedule
Rules, Laws & Democratic Principles	September-November
Economic Ways of Thinking	November-January
Yesterday, Today & Tomorrow	February-April
Around Our World	May-June

Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

New Jersey Student Learning Standards for Social Studies
UNIT 1 - Rules, Laws & Democratic Principles

Disciplinary Concept	Core Idea	Performance Expectations
Civics, Government, and Human Rights: Civics and Political Institutions	Rules for all to live by are a result of the actions of government, organizations, and individuals	6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules
Civics, Government, and Human Rights: Democratic Principles	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
Civics, Government, and Human Rights: Democratic Principles	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	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.
Civics, Government, and Human Rights: Democratic Principles	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
Civics, Government, and Human Rights: Civic Mindedness	Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

UNIT 1 - Rules, Laws & Democratic Principles

Essential Questions

- How are rules and laws created and why should we follow them?
- How do democratic principles guide the actions of government members?
- How do certain character traits help individuals become productive members of their community?

Student Learning Objectives

Students will be able to:

- Explain how individuals work with different levels of government to make rules by engaging in the creation of their own classroom rules with their teacher.
- Describe why it is important that individuals assume personal and civic responsibilities in a democratic society by understanding the responsibilities of citizens to follow the laws.
- Understand how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities by creating rules that are fair and promote respect.
- Explain how national symbols reflect American values and principles by studying several American symbols and their meaning (Bald eagle, American flag, Statue of Liberty, Liberty bell, etc.).
- Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity by studying several American symbols.

Modifications

English Language Learners

- Preview content vocabulary
- Visual clues (pictures)
- Repeated directions
- Check for understanding
- Ask pointed questions
- Pre-teaching of vocabulary by ESL teacher
- Breakdown language by giving several examples that help to make meaning
- Instructional aides in a classroom setting
- Peer models
- English language support for parents of non-English speaking students.

	<ul style="list-style-type: none"> ○ Ex: Teacher created a dictionary with classroom pictures and labels in English and student's first language ● Students may employ the use of Google Translator on laptops and ipads, requirements for the final project will be less than that of the general population ex: 3 slides on Google presentation rather than five or more. Or labeling a picture rather than writing at length. ● Speak slowly, clearly, and use gestures ● Simplify language. Avoid idioms, slang, and sarcasm ● Pair student with a buddy ● Maintain routines with consistent signals (ex. 10 minute warning for clean up with bell) ● Give both oral AND written directions, including visuals ● Encourage student to participate, do not force ● Accept participation at any level, even one word ● Present information in a variety of ways (pictures, videos, manipulatives) ● Rephrase questions, directions, and explanations
Special Education	<ul style="list-style-type: none"> ● Use preferential seating. ● Limit the number of steps in directions. ● Visual vocabulary cards from HMH Kids Discover Teacher's Edition ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Model text to word connections. ● Stop often to monitor and check for understanding. ● Offer different seating options.
At-Risk	<ul style="list-style-type: none"> ● Limit the amount of information per page ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk.

	<ul style="list-style-type: none"> ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk.
Gifted and Talented	<ul style="list-style-type: none"> ● Engaging partner talk ● Problem solving ● Share solutions ● Brainstorming ● Provide additional opportunities to record their ideas
504	<ul style="list-style-type: none"> ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Provide audio books or headphones when available. ● Include visual supports like large or personalized texts for better viewing. ● Offer different seating options. ● Model text to word connections.

Evidence of Learning - Assessment

Formative:

- Teacher Observations
- Magazine Comprehension Questions
- Class & Peer Discussions
- Questionnaires
- Conferring

- Checklists
- Entry/Exit Tickets

Benchmark:

- Social Studies Notebooks
- Self-Evaluations
- HMH: Introduction Social Studies: Rules and Laws: Teacher’s Guide. Benchmark Assessments (Online Access)
- Kids Discover Magazine: Rules and Laws: Activities: Follow The Law (Page 18) *assessment*

Summative:

- Rubrics
- Creative Assignments
- Presentations
- Kids Discover Magazine: U.S.Symbols Activities: Class Big Book (Page 18) *assessment*
- HMH: Introduction Social Studies: U.S. Symbols: Teacher’s Guide. U.S. Symbols Assessment: Assessment (Page 168)

Alternative:

- *Group Projects/Presentations*
- *Concept Maps*
- *Project-Based Assignments*
- *Problem-Based Assignments*

Core Instructional Materials

- Houghton Mifflin Harcourt into Social Studies: “Rules and Laws”
- Houghton Mifflin Harcourt into Social Studies: “U.S. Symbols”
- Scholastic Magazine

Digital Resources

- Scholastic My Weekly Reader Grade 1
- Brainpop Jr.
- Newsela Social Studies

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Explain how individuals work with different levels of government to make rules by engaging in the creation of their own classroom rules with their teacher by:
 - Involving students in the creation of classroom rules

- My Weekly Reader Scholastic News “School Rules” September 2017
- My Weekly Reader Scholastic News “School Rules” September 2018
- Brainpop Jr. Lesson “Listening and Speaking”
- Houghton Mifflin Harcourt into Social Studies- Rules and Laws (pg. 2-5)
- Introducing students to the word algorithm (a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer) and make connections to Kindergarten in which they provided directions to KIBO

Students will be able to:

- Describe why it is important that individuals assume personal and civic responsibilities in a democratic society by understanding the responsibilities of citizens to follow the laws by
 - Discussing with students what is a rule? Why are rules important?
 - Brainstorming problems and rules we create to solve them
 - Roleplay possible scenarios of rules being broken/rules being followed
 - Houghton Mifflin Harcourt into Social Studies- Rules and Laws: Rules (pg. 6-9)
 - **Kamala Harris: First Indian American Vice President**
 - Adapted lesson for K-2 [Dreaming Big lesson](#) (for 3-6)
 - [Images of Kamala Harris as a young girl](#)
 - Suggested questions to ask:
 - What should a leader do?
 - Why is it important to vote for leaders?
 - Why is individual responsibility important in society?
 - Can young students be leaders in society? How?
 - How is Kamala Harris an example of a leader?

Students will be able to:

- Understand how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities by creating rules that are fair and promote respect by
 - Discussing the Golden Rule
 - Houghton Mifflin Harcourt into Social Studies- Rules and Laws: Rules (pg. 10-11)
 - Reading *Do Unto Otters* and discussing respect

Student will be able to:

- Explain how national symbols reflect American values and principles by studying several American symbols and their meaning (Bald eagle, American flag, Statue of Liberty, Liberty bell, etc.) and explain how historical symbols, monuments

and holidays reflect the shared values, principles, and beliefs of the American identity by studying several American symbols by

- Does anyone know what our national symbols are?
- What is a monument? Why do you think monuments are created?
- What is the Bald Eagle? What does it represent?
- What is the American Flag? What does it represent?
- What is the Statue of Liberty? What does it represent?
- What is the Liberty Bell? What does it represent?
- Discussing core values of our country (strength, justice, bravery, fairness, freedom, friendship, hope, opportunity)
- Discuss how each symbol reflects a special value and principle of our country
- What national symbols and/or monuments reflect America's values and principles?
- Discuss and show other monuments in America.
- Maya Lin: Chinese-American Designer and Architect
- Read aloud: Maya Lin: Artist-Architect of Light and Lines by Jeanne Walker Harvey
- Look at images of her monuments: ex. Vietnam Memorial, Civil Rights Memorial in Montgomery, AL.
- How do you see American values and principles in Maya Lin's monuments?
- Students design their own monument that reflects American values or history.
- My Weekly Reader Scholastic News "Follow That Eagle" February 2020
- My Weekly Reader Scholastic News "America's Bird" February 2019
- Brainpop Jr. Lesson "U.S. Symbols"
- Houghton Mifflin Harcourt into Social Studies: "U.S. Symbols" (page 4-5, 8-11, 14-15)
- Read aloud "Binny's Diwali" by Thirty Umrigar
 - Book Themes:
 - Holidays are a special time to celebrate traditions and culture with family and friends.
 - Different families and cultures celebrate different holidays and traditions.
 - Always believe in yourself.
 - Celebrating Asian American holidays
 - Holidays
 - Such as Lunar New Year, Japanese New Year, Diwali, Holi, Ramadan, Eid
 - Complete appropriate read alouds featuring holidays
 - Ask: Why is the holiday celebrated? Who celebrates it? How is it celebrated in America?
 - Brainpop Jr. Lesson "Winter Holidays"

Interdisciplinary Connections

Speaking and Listening

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Reading Literature Text

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text

Reading Informational Text

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

RI.1.1. Ask and answer questions about key details in a text.

NJSLS Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Check-in on student feelings
 - Engage in discussions about how an individual’s character traits can help them become productive members of the community and elicit examples from students about their own strengths and limitations.

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Engage in discussion around how rules help people regulate to stay safe.
 - Utilize area in the classroom for students to use as space to refocus when needed.

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Engaging in discussion around *The Golden Rule* when developing rules and problem solving throughout the unit.

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Engage in discussions around the importance of discussing problems to work collaboratively to create solutions and develop expectations of how interact and engage with peers

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Developing and following rules in the classroom community

Diversity Mandate Read-Aloud Lesson Plans

October: *The Sandwich Swap* by Kelly DiPucchio and Rania Al Abdullah

NJSLS Computer Science Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

- Connect rules and procedures in SS to a sequence of steps (algorithm.)

Asian American Pacific Islander Legislation

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

- Kamala Harris: First Indian American Vice President
 - Adapted lesson for K-2 [Dreaming Big lesson](#) (for 3-6)
 - [Images of Kamala Harris as a young girl](#)
 - Suggested questions to ask:
 - What should a leader do?
 - Why is it important to vote for leaders?
 - Why is individual responsibility important in society?
 - Can young students be leaders in society? How?
 - How is Kamala Harris an example of a leader?

New Jersey Student Learning Standards for Social Studies

UNIT 2 - Economic Ways of Thinking

Disciplinary Concept	Core Idea	Performance Expectations
Economics, Innovation, and Technology: Economic Ways of Thinking	Individuals make decisions based on their needs, wants, and the availability of resources.	6.1.2.EconET.2: Cite examples of choices people make when resources are scarce
Economics, Innovation, and Technology: Economic Ways of Thinking	Limited resources influence choices.	6.1.2.EconET.3: Describe how supply and demand influence price and output of products

Born on: OPS Board Approval August 2022

Annual Revision: OPS BOE Approval September 2023

Economics, Innovation, and Technology: Global Economy	There are benefits to trading goods and services with other countries.	6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.
Economics, Innovation, and Technology: Exchange and Markets	Goods and services are produced and exchanged in multiple ways.	6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

UNIT 2 - Economic Ways of Thinking

Essential Questions

- How do needs, wants, and the availability of resources impact the decisions that individuals make?
- Why do people in one country trade goods and services with people in other countries and how does it benefit them?

Student Learning Objectives

Students will be able to:

- Cite examples of choices people make when resources are scarce.
- Describe how supply and demand influence price and output of products.
- Explain why people in one country trade goods and services with people in other countries.
- Identify the ways in which people exchange(d) goods and service today, and in the past (e.g., purchase, borrow, barter).

Modifications

English Language Learners

- Preview content vocabulary
- Visual clues (pictures)
- Repeated directions
- Check for understanding
- Ask pointed questions
- Pre-teaching of vocabulary by ESL teacher
- Breakdown language by giving several examples that help to make meaning
- Instructional aides in a classroom setting

	<ul style="list-style-type: none"> ● Peer models ● English language support for parents of non-English speaking students. <ul style="list-style-type: none"> ○ Ex: Teacher created a dictionary with classroom pictures and labels in English and student's first language ● Students may employ the use of Google Translator on laptops and ipads, requirements for the final project will be less than that of the general population ex: 3 slides on Google presentation rather than five or more. Or labeling a picture rather than writing at length. ● Speak slowly, clearly, and use gestures ● Simplify language. Avoid idioms, slang, and sarcasm ● Pair student with a buddy ● Maintain routines with consistent signals (ex. 10 minute warning for clean up with bell) ● Give both oral AND written directions, including visuals ● Encourage student to participate, do not force ● Accept participation at any level, even one word ● Present information in a variety of ways (pictures, videos, manipulatives) ● Rephrase questions, directions, and explanations
Special Education	<ul style="list-style-type: none"> ● Use preferential seating. ● Limit the number of steps in directions. ● Visual vocabulary cards from HMH Kids Discover Teacher's Edition ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Model text to word connections. ● Stop often to monitor and check for understanding. ● Offer different seating options.
At-Risk	<ul style="list-style-type: none"> ● Limit the amount of information per page (Rule Chart) ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

	<ul style="list-style-type: none"> ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk.
Gifted and Talented	<ul style="list-style-type: none"> ● Engaging partner talk ● Problem solving ● Share solutions ● Brainstorming ● Provide additional opportunities to record their ideas
504	<ul style="list-style-type: none"> ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Provide audio books or headphones when available. ● Include visual supports like large or personalized texts for better viewing. ● Offer different seating options. ● Model text to word connections.

Evidence of Learning - Assessment

Formative:

- Teacher Observations
- Magazine Comprehension Questions
- Class & Peer Discussions

- Questionnaires
- Conferring
- Checklists
- Entry/Exit Tickets

Benchmark:

- Social Studies Notebooks
- Self-Evaluations
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. Benchmark Assessments (Online Access)
- Kids Discover Magazine: Why People Work: Activities: Ideas For Income (Page 18) *assessment*

Summative:

- Rubrics
- Creative Assignments
- Presentations
- Kids Discover Magazine: Communities and Resources: Activities: Keep a Log (Page 18) *assessment*
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. Communities and Resources: Assessment (Page 112)
- HMH

Alternative:

- *Group Projects/Presentations* - Generate a way to make money and present it to the class. What would you need to start, how would you make money, and what would you use the money for?
- *Concept Maps* - Show ways to exchange goods and services by borrowing, bartering, and purchasing with others.
- *Project-Based Assignments* - Find an item produced overseas and describe where and how it’s sold in the USA.
- *Problem-Based Assignments* - What happens when there is a shortage of goods? (Ex, baby formula, gas, fruits, veggies, etc.) How does it impact your family, community, and world?

Core Instructional Materials

- Houghton Mifflin Harcourt Into Social Studies
- Houghton Mifflin Harcourt Into Social Studies - Grade 2 “Communities and Resources”
- Scholastic Magazine

Digital Resources

- Newsela

- Homeschool Pop
- Brainpop Jr.
- Scholastic My Weekly Reader Grade 1

Suggested Learning Activities

Students will be able to:

- Cite examples of choices people make when resources are scarce by
 - Creating a list of resources people need to survive (shelter, food, water, clothes)
 - Differentiating between needs and wants
 - Goods and Services Student Magazine: Spending Decisions p. 6
 - My Weekly Reader Scholastic News “Holiday Needs and Wants” November/December 2020
 - Brainpop Jr. “Needs and Wants”
 - Ask and discuss, what might you do if you find that one of these resources is not available anymore?
 - Viewing [Homeschool Pop Video](#) about shortage and surplus pausing to discuss
 - What might you do if you arrive at the grocery store and there is a shortage of an item you desire? (Visit another store, look for a similar item, ask a friend in another state to keep an eye out for the item for you)
 - Discovering natural resources and engaging in a conversation around how we can use the natural resources as an alternative.
 - Grade 2 magazine: Communities and Resources
 - Discussing the possible reasons why resources may be scarce, i.e climate change.
 - [Introduction to Climate Change for Kids](#)
 - Generating student-driven ideas to problem solve ways to preserve the environment.
 - Water is a necessary natural resource. Engage students in a conversation about ways to ensure the water is clean and safe for drinking. Elicit ways students can do this.
 - Providing scenarios; i.e. You and your family go to the local ice cream place to enjoy ice cream on a warm summer day. You notice there is garbage all around the outside seating. What are things you can do to help? Is there a way we can improve garbage cans so that they are more functional and noticeable so that people are more willing to dispose of their trash in a clean way?

Students will be able to:

- Describe how supply and demand influence price and output of products by
 - Differentiating between the value in something that is rare and something that is not rare
 - Brainpop Jr. “Goods and Services”
 - Discuss the reasons why supply and demand determine the cost of goods and services

- When there is an abundance of goods or a particular service, cost is low
- When there is weak/no demand for a particular good or service, cost is low
- When there is a scarcity of goods or a particular service, cost is high
- When there is high demand for a particular good or service, cost is high

Students will be able to:

- Explain why people in one country trade goods and services with people in other countries by
 - Discussing that people in other countries produce things that we cannot at all or produce in a better way due to resources and/or
 - Where We Live student magazine
 - [Import and Export Video](#)

Students will be able to:

- Identify the ways in which people exchange(d) goods and service today, and in the past (e.g., purchase, borrow, barter) by
 - [Why do Nations Trade?](#) Video
 - Goods and Services magazine p. 16-17
 - Yesterday and Today magazine p. 8-9

Interdisciplinary Connections

Speaking and Listening

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Reading Literature Text

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text

Reading Informational Text

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

RI.1.1. Ask and answer questions about key details in a text.

Math

1.OA.A. Represent and solve problems involving addition and subtraction.

1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction.

Science

K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change)** to define a simple problem that can be solved through the development of a new or improved object or tool.

- Conversation regarding ideas to help with pollution.

NJSLS Career Readiness, Life Literacies, and Key Skills

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.

- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
 - Feelings chart to identify how feeling at a given time
 - Movement breaks as needed

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Visit the mindfulness/cool down corner in the classroom for self-soothing activities (Squishy ball, sand timer, fidget popper, etc.)
 - Take a drawing break
 - Look at book
 - Have visual prompt for teacher assistance

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Engage in discussions with peers
 - Including others when noticing they are left out

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Provide opportunities to have turn and talks

- Engage in discussions around the importance of discussing problems to work collaboratively to create solutions and develop expectations of how interact and engage with peers
 - Use a problem box to address problems in the classroom
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Following directions
 - Following classroom community rules

NJSLS Computer Science Design Thinking

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

- Discussion of how goods can be ordered on Amazon today.

**New Jersey Student Learning Standards for Social Studies
UNIT 3 - Yesterday, Today & Tomorrow**

Disciplinary Concept	Core Idea	Performance Expectations
History, Culture, and Perspectives: Continuity and Change	Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time
History, Culture, and Perspectives: Continuity and Change	Historical timelines put events in chronological order to help people understand the past.	6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history
History, Culture, and Perspectives: Continuity and Change	Understanding the past helps to make sense of the present.	6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
History, Culture, and	Respecting and understanding the views of others helps	6.1.2.HistoryUP.3: Use examples from the

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Perspectives: Understanding Perspectives	one learn about various perspectives, thoughts, and cultures.	past and present to describe how stereotyping and prejudice can lead to conflict.
History, Culture, and Perspectives: Historical Sourcing and Evidence	The nature of history involves stories of the past preserved in a variety of sources.	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.
History, Culture, and Perspectives: Claims and Argumentation	Historians create arguments outlining ideas or explanations based on evidence.	6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

UNIT 3 - Yesterday, Today & Tomorrow

Essential Questions

- How do historical timelines of events in chronological order help people understand the past?
- How does understanding the past help us make sense of the present?
- Why is it important to respect and understand the views of others?
- How can history be preserved in a variety of sources?
- How has technology changed our community?

Student Learning Objectives

Students will be able to:

- Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time
- Use a timeline of important events to make inferences about the "big picture" of history.
- Make inferences about how past events, individuals, and innovations affect our current lives.
- Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 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.

- Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Modifications

English Language Learners

- Preview content vocabulary
- Visual clues (pictures)
- Repeated directions
- Check for understanding
- Ask pointed questions
- Pre-teaching of vocabulary by ESL teacher
- Breakdown language by giving several examples that help to make meaning
- Instructional aides in a classroom setting
- Peer models
- English language support for parents of non-English speaking students.
 - Ex: Teacher created a dictionary with classroom pictures and labels in English and student's first language
- Students may employ the use of Google Translator on laptops and ipads, requirements for the final project will be less than that of the general population ex: 3 slides on Google presentation rather than five or more. Or labeling a picture rather than writing at length.
- Speak slowly, clearly, and use gestures
- Simplify language. Avoid idioms, slang, and sarcasm
- Pair student with a buddy
- Maintain routines with consistent signals (ex. 10 minute warning for clean up with bell)
- Give both oral AND written directions, including visuals
- Encourage student to participate, do not force
- Accept participation at any level, even one word
- Present information in a variety of ways (pictures, videos, manipulatives)
- Rephrase questions, directions, and explanations

Special Education

- Use preferential seating.
- Limit the number of steps in directions.
- Visual vocabulary cards from HMH Kids Discover Teacher's Edition

	<ul style="list-style-type: none"> ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Model text to word connections. ● Stop often to monitor and check for understanding. ● Offer different seating options.
At-Risk	<ul style="list-style-type: none"> ● Limit the amount of information per page (Rule Chart) ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk.
Gifted and Talented	<ul style="list-style-type: none"> ● Engaging partner talk ● Problem solving ● Share solutions ● Brainstorming ● Provide additional opportunities to record their ideas
504	<ul style="list-style-type: none"> ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud.

- Model productive and engaging partner talk.
- Provide audio books or headphones when available.
- Include visual supports like large or personalized texts for better viewing.
- Offer different seating options.
- Model text to word connections.

Evidence of Learning - Assessment

Formative:

- Teacher Observations
- Magazine Comprehension Questions
- Class & Peer Discussions
- Questionnaires
- Conferring
- Checklists
- Entry/Exit Tickets

Benchmark:

- Social Studies Notebooks
- Self-Evaluations
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher's Guide. Benchmark Assessments (Online Access)
- Kids Discover Magazine: Why People Work: Activities: Ideas For Income (Page 18) *assessment*

Summative:

- Rubrics
- Creative Assignments
- Presentations
- Kids Discover Magazine: Communities and Resources: Activities: Keep a Log (Page 18) *assessment*

- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher’s Guide. Communities and Resources: Assessment (Page 112)
- HMH

Alternative:

- *Group Projects/Presentations*
- *Concept Maps*
- *Project-Based Assignments*
- *Problem-Based Assignments*

Core Instructional Materials

- Houghton Mifflin Harcourt into Social Studies: “Yesterday and Today”
- Scholastic Magazines
- Block Buddy Atlas

Digital Resources

- Beebot app to code
- Scholastic Weekly Reader Grade 1
- Brainpop Jr.
- Homeschool Pop
- Scholastic News Magazine - [School Long Ago and Today](#)

Suggested Learning Activities

Students will be able to:

- Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time and use a timeline of important events to make inferences about the "big picture" of history by
 - Discussing elements of our community landscape today (stores, post office, school, Fire Department, Police Station)
 - Explore primary sources of what our community looked like 10 years ago (via online, primary sources of students parents who grew up in town)
 - Predict how our town may look years from now, what will our town need? What may we not need anymore?
 - Examine a timeline of historical events and discuss lessons learned and progress made over time
 - Creating his/her own timeline of his/her life with important things you did in the past, like learning to tie your shoes.
 - Analyzing maps in Block Buddy Atlas to discuss change in a neighborhood over time

- Make inferences about how past events, individuals, and innovations affect our current lives by
 - Charting individual people in history who have influenced our current lives
 - Charting innovations that have influenced our current lives
 - Engaging in a discussion about how technology has changed over time and its benefits/drawbacks
- Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict by
 - Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures
 - Asking, What is something from your culture that is unique about you? Think about religion, meals, clothing, habits at home- like removing shoes or the way you speak/ greet people older than you, titles for relatives, etc.
 - How would you explain that part of your cultural identity?
 - How would you like others to talk to you about it? What would you like them to say or not say?
- 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 by
 - Learning about how different cultures make our country a special place. Engage students in a discussion.
 - Read and discuss The American People student magazine (pages 6-11) to learn about how folktales are ways to learn about customs and traditions.
 - Read one of the Anansi folktales (African folktale)
 - Learning about Japanese art and culture and how a flying carp windsock is a celebration of childhood in Japan (historical and cultural understanding). To create a carp windsock in the Japanese style using three-dimensional paper techniques (creating and performing).

[Video: Children's Day Festival](#)

- Reading The Legend of the Bluebonnet by Tomie dePaola
 - [The Legend of the Bluebonnet by Tomie dePaola Read Aloud](#)
- Discussing how this is a folktale. How did this tale influence the culture in the state of Texas?
- Revisiting what the students learned in Unit 1 about symbols.
 - Research the state bird, flower, and flag of NJ
 - [Link to Facts about NJ Symbols](#)
 - [Legend of the Blueberry](#)
 - Research the state bird, flower, and flag of Texas and compare
 - them to our state's symbols.

Interdisciplinary Connections

Speaking and Listening

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Reading Literature Text

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text

Reading Informational Text

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

RI.1.1. Ask and answer questions about key details in a text.

NJSLS Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Check-in on student feelings
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
 - Feelings chart to identify how feeling at a given time
 - Movement breaks as needed

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Visit the mindfulness/cool down corner in the classroom for self-soothing activities (Squishy ball, sand timer, fidget popper, etc.)
 - Take a drawing break
 - Look at book
 - Have visual prompt for teacher assistance

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Engage in discussions with peers
 - Discuss and understand how one’s actions of stereotyping and prejudice influence and be influenced by others thoughts and opinions

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Provide opportunities to have turn and talks
 - Engage in discussions around the importance of discussing problems to work collaboratively to create solutions and develop expectations of how interact and engage with peers
 - Use a problem box to address problems in the classroom

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible

decisions

- Connections:
 - Following directions
 - Following classroom community rules

Diversity Mandate Read-Aloud Lesson Plans

February: *One* by Kathryn Otoshi

April: *Zero* by Kathryn Otoshi

NJSLS Computer Science Design Thinking

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

New Jersey Commission on Holocaust Education

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

[Berenstain Bears New Neighbors Lesson Plan](#)

[Link to Read Aloud](#)

NJ Amistad Commission's Literacy Component

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

[Wilma Rudolph Lesson Plan](#)

New Jersey Student Learning Standards for Social Studies

UNIT 4 - Around Our World

Disciplinary Concept	Core Idea	Performance Expectations
Geography, People, and the Environment: Human Population Patterns	Geographic data can be used to identify cultural and environmental characteristics of places	6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of

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		each student's assigned seat in the classroom, needs more thought).
Geography, People, and the Environment: Human Environment Interaction	Environmental characteristics influence the how and where people live.	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).
Geography, People, and the Environment: Human Environment Interaction	Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States
Geography, People, and the Environment: Global Interconnections	Global interconnections occur between human and physical systems across different regions of the world.	6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place

UNIT 4 - Around Our World

Essential Questions

- How do characteristics of places influence human population patterns?
- How do environmental characteristics influence how and where people live?

Student Learning Objectives

Students will be able to:

- Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- Explain why and how people, goods, and ideas move from place to place.

Modifications	
English Language Learners	<ul style="list-style-type: none"> ● Preview content vocabulary ● Visual clues (pictures) ● Repeated directions ● Check for understanding ● Ask pointed questions ● Pre-teaching of vocabulary by ESL teacher ● Breakdown language by giving several examples that help to make meaning ● Instructional aides in a classroom setting ● Peer models ● English language support for parents of non-English speaking students. <ul style="list-style-type: none"> ○ Ex: Teacher created a dictionary with classroom pictures and labels in English and student's first language ● Students may employ the use of Google Translator on laptops and ipads, requirements for the final project will be less than that of the general population ex: 3 slides on Google presentation rather than five or more. Or labeling a picture rather than writing at length. ● Speak slowly, clearly, and use gestures ● Simplify language. Avoid idioms, slang, and sarcasm ● Pair student with a buddy ● Maintain routines with consistent signals (ex. 10 minute warning for clean up with bell) ● Give both oral AND written directions, including visuals ● Encourage student to participate, do not force ● Accept participation at any level, even one word ● Present information in a variety of ways (pictures, videos, manipulatives) ● Rephrase questions, directions, and explanations
Special Education	<ul style="list-style-type: none"> ● Use preferential seating. ● Limit the number of steps in directions. ● Visual vocabulary cards from HMH Kids Discover Teacher's Edition ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures.

	<ul style="list-style-type: none"> ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Model text to word connections. ● Stop often to monitor and check for understanding. ● Offer different seating options.
At-Risk	<ul style="list-style-type: none"> ● Limit the amount of information per page (Rule Chart) ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk.
Gifted and Talented	<ul style="list-style-type: none"> ● Engaging partner talk ● Problem solving ● Share solutions ● Brainstorming ● Provide additional opportunities to record their ideas
504	<ul style="list-style-type: none"> ● Use preferential seating. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide direct instruction and reinforce vocabulary with pictures. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Model fluency, intonation, and inflection while reading aloud. ● Model productive and engaging partner talk. ● Provide audio books or headphones when available. ● Include visual supports like large or personalized texts for better viewing.

- Offer different seating options.
- Model text to word connections.

Evidence of Learning - Assessment

Formative:

- Teacher Observations
- Magazine Comprehension Questions
- Class & Peer Discussions
- Questionnaires
- Conferring
- Checklists
- Entry/Exit Tickets

Benchmark:

- Social Studies Notebooks
- Self-Evaluations
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher's Guide. Benchmark Assessments (Online Access)
- Kids Discover Magazine: Why People Work: Activities: Ideas For Income (Page 18) *assessment*

Summative:

- Rubrics
- Creative Assignments
- Presentations
- Kids Discover Magazine: Communities and Resources: Activities: Keep a Log (Page 18) *assessment*
- HMH: Introduction Social Studies: Neighborhoods and Community: Teacher's Guide. Communities and Resources: Assessment (Page 112)
- HMH

Alternative:

- *Group Projects/Presentations*
- *Concept Maps*
- *Project-Based Assignments*
- *Problem-Based Assignments*

Core Instructional Materials

- Houghton Mifflin Harcourt into Social Studie: “The American People”
- Houghton Mifflin Harcourt into Social Studies: “Where We Live”
- Houghton Mifflin Harcourt into Social Studies: “Weather”
- Houghton Mifflin Harcourt into Social Studies: “Maps and Globes” (page 12)
- Scholastic Magazines

Digital Resources

- Newsela
- Scholastic Weekly Reader digital
- Homeschool Pop
- Google Earth

Supplemental Resources

- STEAM Integration: [UNIT 3](#) - The Road to ?

Suggested Learning Activities

Students will be able to:

- Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought) by
 - Engaging in battleship games
 - Learning their personal address
 - Learning the school address
 - Coding a friend. ie. Walk two steps, turn right, walk 1 step . . . to get to a specific location
 - Completing Beebot mission through Beebot app
 - Practicing coding with KIBO
 - Searching for landmarks (OPS, home, parks, etc.) using Google Earth

Students to be able to:

- Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs) by

- Expose students to various countries to learn about customs, traditions, celebrations.
 - [Learn About Mongolia](#)
 - [Learn About the United States](#)
 - [Learn About Norway](#)
- Culture Collage - Cut/draw pictures of different customs, traditions, and celebrations.

Students will be able to:

- Identify cultural and environmental characteristics of different regions in New Jersey and the United States by
 - Discussing the [NJ for Kids Learning Video](#) about the regions of NJ.
 - Students will understand where NJ is located and some facts about the state.
 - Explaining how the places people live affect their clothing, shelter and transportation (page 106 HMH)
 - Engage in a discussion about places students have visited and what they have done there. (Connect to the environmental characteristics of various regions of both NJ and the United States.)
 - [Regions of the United States Video](#)
 - [US Geography Region Fact Sheet](#)
 - [What Are US Regions for Kids?](#)
 - Discussing New Jersey as the Garden State
 - Houghton Mifflin Harcourt into Social Studies: “Where We Live” (pages 14-17)
 - Houghton Mifflin Harcourt into Social Studies: “Where We Live” *Make a Book* Activity (page 18)
 - Houghton Mifflin Harcourt into Social Studies: “Weather” (pages 8-15)

Students will be able to:

- Explain why and how people, goods, and ideas move from place to place.
 - What are the good things about living in our town? Why might people want to come here?
 - What do we mean by “goods?”
 - Why do people need goods?
 - Why might people need goods from another place?
 - Have students bring in artifacts to determine where a product was made.
 - Identify a “made in___” label or print on various items or clothing.
 - Identify the location of the country of origin on a map.
 - Which Asian country did this item come from?
 - How do you think these goods/artifacts/clothing items came from the country it was made in to the store where you purchased it?
 - Create a tally chart to show where materials come from that we use daily (Math connection - find the appropriate math standard)

- Discuss the story/product journey of that item by identifying a variety forms of transportation/path the item may have taken to arrive in the classroom.
- [Modes of Travel & the Impact of Chinese Railroad Workers \(K\)](#)
- [Wishes by Muon Thi Van](#) (Tells a story about a Vietnamese family’s search for a new home on the other side of the world, and the long-lasting impacts it makes on a family member.)
- [Read Dia’s Story Cloth](#)
- Houghton Mifflin Harcourt into Social Studies: “The American People” (pages 2-6, 12-18)

Interdisciplinary Connections

Speaking and Listening

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Reading Literature Text

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text

Reading Informational Text

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

RI.1.1. Ask and answer questions about key details in a text.

Math

1.MD.C. Represent and interpret data.

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Check-in on student feelings
 - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
 - Feelings chart to identify how feeling at a given time
 - Movement breaks as needed
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Visit the mindfulness/cool down corner in the classroom for self-soothing activities (Squishy ball, sand timer, fidget popper, etc.)
 - Take a drawing break
 - Look at book
 - Have visual prompt for teacher assistance
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:

- Engage in discussions with peers
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Provide opportunities to have turn and talks
 - Engage in discussions around the importance of discussing problems to work collaboratively to create solutions and develop expectations of how interact and engage with peers
 - Use a problem box to address problems in the classroom
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Following directions
 - Following classroom community rules

NJSLS Computer Science Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

8.2.2.ITH.2: Explain the purpose of a product and its value.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

8.2.2.ED.1: Communicate the function of a product or device.