

# **Cedar Grove School District**

## **Cedar Grove, NJ**

# **2016**

# **Social Studies First Grade**

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*Approved by the Cedar Grove Board of Education*

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Mr. Michael J. Fetherman

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Mr. Frank Mandala, Vice-President  
Mrs. Pam Burke  
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Mr. David Schoner

# **Social Studies Grade 1**

## **Statement of Purpose**

The first grade social studies program is designed to help students become familiar with a wide-range of topics that speak to their cognitive, social and emotional development as active, contributing citizens in a democratic, 21st century. It is designed to promote students' capacities to view our past, apply ideas and influences from history to our present and analyze how what we know shapes our future. As children explore making rules, the people who occupy our world, the development of our country, our technological growth, and our changing economy they begin to form the early constructs of what it means to be an interactive and contributing member in the world around them. Importantly, students are invited to "get to know" significant historical figures so that they can learn about the courage, fortitude and commitment citizens of this country make to grow, change and improve our world.

**This curriculum was written in accordance with the  
NEW JERSEY STUDENT LEARNING STANDARDS  
For Social Studies**

The NJSLs can be viewed at <http://www.state.nj.us/education/cccs/2014/ss/>

and

**NEW JERSEY STUDENT LEARNING STANDARDS  
for English Language Arts**

The NJSLs can be viewed at <http://www.state.nj.us/education/cccs/2016/ela/>

# Social Studies Grade 1

## Unit Calendar

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Unit:	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29 30	31 32 33	34 35 36 37	38 39 40			
<u>Unit 1: Rules and Laws</u>		█												
<u>Unit 2: Where People Live</u>			█											
<u>Unit 3: We Love Our Country</u>				█										
<u>Unit 4: Our Changing World</u>					█									
<u>Unit 5: All About People</u>						█								
<u>Unit 6: The Marketplace</u>									█					
	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29 30	31 32 33	34 35 36 37	38 39 40			



# Unit 1: Rules and Laws

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grade 1

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.1.2. Identify the main topic and retell key details of a text.

##### Craft and Structure

**NJSLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**NJSLSA.R5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

##### Integration of Knowledge and Ideas

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

##### Range of Reading and Level of Text Complexity

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

#### Reading: Foundational Skills

##### Print Concepts

**RF.1.1.** Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

##### Fluency

**RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

#### Writing

##### Text Types and Purposes

**NJSLSA.W 1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 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.

**NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

**NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

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

## Speaking and Listening

### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 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.
- SL.1.1a. 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).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

- 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.

### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## Language

### Conventions of Standard English

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2b. Use end punctuation for sentences.

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

## NJ: 2014 SLS: Social Studies

NJ: Grades K-4

### A. Civics, Government, and Human Rights

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

- 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.
- 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.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 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.
- 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 their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.

**6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.**

- 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).

## D. History, Culture, and Perspectives

**6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.**

- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

## Enduring Understandings

- Rules and law guide people to live safely and be responsible citizens.
- Rules are essential to communities being productive and safe.
- Rules are best established by groups of people if they are to represent all members of the community.
- Community leaders play an important role in helping people understand how to live, work and play in their community.
- Governments provide important resources for helping people live and work well.
- Understanding people's individual rights helps us interact and live, work and play together successfully.
- Throughout history people have had to defend and promote their rights to live freely.

## Essential Questions

- Why should we follow rules?
- How do laws help communities?
- How do community leaders help people?
- How do government services help us?
- How can you show respect for the rights of others?

## Content

- A. Rules and Laws
- B. Community Rules
- C. Role of people/leaders
- D. Government
- E. Rights
- F. Civil Rights Leadership

## Skills

- A.1. Recognize the need for rules in the home, school and community.
- A.2. Explore how rules establish order.
- A.3. Identify authority figures in school.
- A.4. Recognize the need for fairness in rules.
- B.1. Recognize the need for rules and laws in the community.
- B.2. Give examples of rules and laws that establish order or provide security.
- B.3. Consider the consequences of not having or breaking rules or laws.
- C.1. Discuss how a person becomes a leader.
- C.2. Identify the roles and responsibilities of leaders at home, school and in the community.
- C.3. Identify community and state leaders including the mayor and governor.
- D.1. Recognize that government services provide for community's needs.
- D.2. Identify examples of government services.
- D.3. Understand that governments employ a variety of workers.
- E.1. Identify behaviors that show respect for others.
- E.2. Recognize some of the rights people have.
- E.3. Explore some of the responsibilities that accompany rights.
- F.1. Understand the contributions of Rosa Parks to the Civil Rights movement.
- F.2. Understand Ms. Park's work to gain rights and respect for African Americans.

## Stage 2: Assessment Evidence

### Assessments

#### Unit Test

#### Summative: Written Test

Blackline Masters for the Unit test can be found in the Assessment Program Teacher's Manual.

#### Assessing Rules: Needs, Value and Consequences

#### Formative: Other oral assessments

A worthwhile class endeavor to set the tone for the school year. A good reference to be utilized throughout the year for community building and classroom management.

#### Rosa Parks Biography

##### Formative: Dramatization

In conjunction with the biography section on R. Parks in this unit, have the children dramatize bus trips where groups are forced to sit in the "back of the bus" based on varying criteria helping to make real the discrimination experienced by Miss Parks and others. Place emphasis on the courage and persistence required by Miss Parks and others in history.

## Stage 3: Learning Plan

### Learning Activities

- Conduct a mock campaign and election in class to emphasize the right to vote and express personal opinion of classmates.
- Role play the class rules as the students generate them to help students determine which rules have value and which might be less helpful in maintaining a safe learning environment.
- Role play acts of kindness and bullying to determine the more desirable behavior.
- In Lesson 1 invite the principal in for an interview generating questions of importance ahead of time and evaluating his/her responses.

### Resources

- Textbooks: *Social Studies: A Child's View*, Berson, M.J., Howard, T.C, Salinas, C., Houghton Mifflin Harcourt Publishing 2010.
- Audiotext Collection, CD-Rom, Houghton Mifflin Harcourt Publishing Company, 2010.

#### Supplementary Materials

- Big Book Selection for specific Unit, Houghton Mifflin Harcourt Publishing Company, 2010.
- Social Studies in Action (Resources for the Classroom), Houghton Mifflin Harcourt Publishing Company, 2010.
- Homework and Practice book for teacher reproduction, Houghton Mifflin Harcourt Publishing Company, 2010.
- Assessment Program Book, Houghton Mifflin Harcourt Publishing Company, 2010.
- Assessment on CD-Rom, Houghton Mifflin Harcourt Publishing Company, 2010.
- Reading Support and Intervention Manual, Houghton Mifflin Harcourt Publishing Company, 2010.
- Key word picture vocabulary cards (as specified per Unit), Houghton Mifflin Harcourt Publishing Company, 2010.
- Timelinks time line cards, Houghton Mifflin Harcourt Publishing Company, 2010.

#### Tradebook Recommendation:

Ringgold, F. (2003). *If this bus could talk: The story of Rosa Parks.*



## Unit 2: Where People Live

Collaboration

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2016 SLS: English Language Arts

NJ: Grade 1

##### Reading: Informational Text

###### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

###### Craft and Structure

**NJSLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**NJSLSA.R5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

###### Integration of Knowledge and Ideas

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

**NJSLSA.R8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed

###### Range of Reading and Level of Text Complexity

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

##### Reading: Foundational Skills

###### Print Concepts

**RF.1.1.** Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

###### Fluency

**RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

##### Writing

###### Text Types and Purposes

**NJSLSA.W 1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and



#### **sufficient evidence.**

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### **NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 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.

#### **NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

#### **NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

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

#### **NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

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

## **Speaking and Listening**

### **Comprehension and Collaboration**

#### **NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 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.
- SL.1.1a. 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).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

#### **NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

#### **NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

- 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.

### **Presentation of Knowledge and Ideas**

#### **NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## **Language**

### **Conventions of Standard English**

#### **NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

#### **NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

#### **NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

## **NJ: 2014 SLS: Social Studies**

### **NJ: Grades K-4**

## **B. Geography, People, and the Environment**

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

- 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.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.
- 6.1.4.B.8 Compare ways people choose to use and distribute natural resources.

## C. Economics, Innovation, and Technology

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

## Enduring Understandings

- People live in many different locations.
- Where people live affects the way they live.
- Reading maps and globes is a skill for life.
- Knowledge of the physical features of a neighborhood or community helps us decide on where/why we want to live in a certain location.
- Knowledge of the physical features of a neighborhood or community helps us live, work, play and move safely through our community.
- Community members are responsible to appropriately utilize, conserve, and recycle the natural resources in the community they live.
- Climate and weather impact the way we live, work and play.
- The work of scientists and inventors has been essential in improving the way we live.

## Essential Questions

- How can a map help you find places?
- What kinds of land and water does the United States have?
- How does where people live affect their shelter and transportation?
- How do people use and save resources?
- How does weather affect people?
- How can science and technology help to improve our economy and the way we live?

## Content

- A. Maps/globes
- B. Land and Water Forms
- C. People and Places
- D. People Use Resources
- E. Weather
- F. Role of Science

## Skills

- A.1. Locate on a map a child's community, state, and the United States.
- A.2. Recognize land and water on a map.
- A.3. Recognize the globe as a model of the Earth.
- A.4. Explain the differences between maps and globes.
- A.5. Locate on a globe the seven continents and four oceans.
- B.1. Describe the physical characteristics of places and regions.
- B.2. Identify landforms and bodies of water.
- B.3. Explore places that show different kinds of land and resources.
- B.4. Understand that national parks preserve the natural environments of places.
- C.1. Compare and contrast rural and urban areas.
- C.2. Describe the human characteristics of places and regions.
- C.3. Discuss how where people live affects their shelter and transportation.
- C.4. Locate places on a map using the four cardinal directions.
- C.5. Construct a simple map using cardinal directions.
- D.1. Give examples of natural resources and how people use them.
- D.2. Describe how people adapt to or modify their environment to meet their needs.
- D.3. Explain the need for conservation and recycling.
- E.1. Identify and describe different weather characteristics of places.
- E.2. Describe how weather affects the way people live including the effects of their clothing and recreation.
- E.3. Recognize the physical and human characteristics of places.
- E.4. Explore different points of view about how their environment affects the way people live.
- F.1. Understand the work of scientist George Washington Carver.
- F.2. Recognize Carver's role in aiding the sustainability of crops and the economy through his work with plants and the farmers that grew them.

## Stage 2: Assessment Evidence

### Assessments

#### Unit Test

##### Summative: Written Test

Blackline Masters for the Unit test can be found in the Assessment Program Teacher's Manual.


##### George Washington Carver was important because...

##### Formative: Other written assessments

Integrate with writing process. Generate a list of the reasons Carver was important to our agricultural system. This closed response helps young writers feel successful, encourages their illustration abilities and makes a great class book.

## Stage 3: Learning Plan

### Learning Activities

- Explore mapping using various school locations (i.e. playground, school itself, or route to the school).
- Have students bring in photographs of trips they have taken to various places the land forms and water sources being examined in the unit. Use the pictures to make a We Have Visited Book.
- The Smart Exchange   
<http://smarttech.com/us/Resources/SMART+Exchange> offers multiple weather related lessons and resources. Follow the link and search Grade 1 weather activities for ideas and downloadable lessons to supplement the weather portion of this unit.

### Resources

- Textbooks: Social Studies: A Child's View, Berson, M.J., Howard, T.C, Salinas, C., Houghton Mifflin Harcourt Publishing 2010.
- Audiotext Collection, CD-Rom, Houghton Mifflin Harcourt Publishing Company, 2010.

#### Supplementary Materials

- Big Book Selection for specific Unit, Houghton Mifflin Harcourt Publishing Company, 2010.
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- Assessment Program Book, Houghton Mifflin Harcourt Publishing Company, 2010.
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- Reading Support and Intervention Manual, Houghton Mifflin Harcourt Publishing Company, 2010.
- Key word picture vocabulary cards (as specified per Unit), Houghton Mifflin Harcourt Publishing Company, 2010.
- Timelinks time line cards, Houghton Mifflin Harcourt Publishing Company, 2010.



# Unit 3: We Love Our Country

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grade 1

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

##### Craft and Structure

**NJSLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**NJSLSA.R5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**NJSLSA.R8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed

##### Range of Reading and Level of Text Complexity

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

#### Reading: Foundational Skills

##### Print Concepts

**RF.1.1.** Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### Writing

##### Text Types and Purposes

**NJSLSA.W 1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**NJSLSA.W 2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.

**NJSLSA.W 5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

**NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

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

**Range of Writing**

**NJSLSA.W 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

- W.1.10. (Begins in grade 3)

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 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.
- SL.1.1a. 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).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

- 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.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a. Capitalize dates and names of people.

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

**NJ: 2014 SLS: Social Studies**

**NJ: Grades K-4**

**A. Civics, Government, and Human Rights**

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

- 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.
- 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, state, and national levels.

**D. History, Culture, and Perspectives**

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 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.
- 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.

- 6.1.4.D.17 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

## Enduring Understandings

- We learn about our country through its symbols, heroes, and holidays.
- Knowledge of important historical documents helps us understand how we grew as a nation and can continue to grow.
- We need to learn about the symbols, traditions and history of our country to make us better citizens.
- Celebration of national holidays is a way to come together as a larger community creating citizenship and unity.
- We recognize and celebrate the important figures who built our nation to enhance our love of country and to help us continue to grow and prosper as a nation.

## Essential Questions

- What are the Declaration of Independence and the United States Constitution?
- What is the Pledge of Allegiance?
- Why are our country's symbols important?
- Why do we have national holidays?
- How can we properly learn about and celebrate important historical figures?

## Content

- A. Historical Development
- B. The Pledge
- C. American Symbols
- D. Holidays and Heroes

## Skills

- A.1. Discuss how and why settlers came to America.
- A.2. Understand the history and purposes of the Declaration of Independence and the United States Constitution.
- B.1. Recognize the flag of the United States and what it stands for.
- B.2. Recite the Pledge of Allegiance and explain its significance.
- B.3. Explain how the Pledge of Allegiance shows respect for our country.
- C.1. Know and understand symbols of the United States and explain their importance.
- C.2. Identify national symbols and landmarks and the people and events associated with them.
- D.1. Understand the significance of our national holidays.
- D.2. Recognize the achievements of the people associated with national holidays.
- D.3. Identify George Washington as a leader for freedom and the first President of the United States.
- D.4. Explain how George Washington became a trusted leader in American Government.

## Stage 2: Assessment Evidence

### Assessments

#### Unit Test

##### Summative: Written Test

Blackline Masters for the Unit test can be found in the Assessment Program Teacher's Manual.

#### I am happy to be free because...

##### Formative: Other written assessments

Integrate with writing process. Brainstorm ideas about the reasons freedom is a gift we Americans have and how we feel to be free. Have the children complete a the closed response and display work in a book or freedom quilt.

#### Were they honest and fair?

##### Formative: Dramatization

To help exemplify Washington's honesty and fairness, make-up developmentally appropriate scenarios for the children to act out. Have the audience judge if the performers demonstrated fairness and honesty in their vignettes. Relate why these positive qualities are important in our Nation's leaders.

## Stage 3: Learning Plan

### Learning Activities

- To reinforce the idea of a flag as a symbol representing something, have the students design class flags as a visual representation of what their classroom stands for.
- Character education lesson on being trustworthy is valuable in conjunction with the George Washington biography section.
- As part of exploring our national symbols, investigate Mount Rushmore. Have students discuss important figures in current time that they might place on a similar landmark. Create a class mural with the new monument.

### Resources

- Textbooks: Social Studies: A Child's View, Berson, M.J., Howard, T.C, Salinas, C., Houghton Mifflin Harcourt Publishing 2010.
- Audiotext Collection, CD-Rom, Houghton Mifflin Harcourt Publishing Company, 2010.

#### Supplementary Materials

- Big Book Selection for specific Unit, Houghton Mifflin Harcourt Publishing Company, 2010.
- Social Studies in Action (Resources for the Classroom), Houghton Mifflin Harcourt Publishing Company, 2010.
- Homework and Practice book for teacher reproduction, Houghton Mifflin Harcourt Publishing Company, 2010.
- Assessment Program Book, Houghton Mifflin Harcourt Publishing Company, 2010.
- Assessment on CD-Rom, Houghton Mifflin Harcourt Publishing Company, 2010.
- Reading Support and Intervention Manual, Houghton Mifflin Harcourt Publishing Company, 2010.
- Key word picture vocabulary cards (as specified per Unit), Houghton Mifflin Harcourt Publishing Company, 2010.
- Timelinks time line cards, Houghton Mifflin Harcourt Publishing Company, 2010.



# Unit 4: Our Changing World

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grade 1

#### Reading: Informational Text

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RI.1.2. Identify the main topic and retell key details of a text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

#### Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

- 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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed

#### Range of Reading and Level of Text Complexity

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

#### Reading: Foundational Skills

##### Print Concepts

**RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills**

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### Writing

##### Text Types and Purposes

**NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 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.



**NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

**NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

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

## Speaking and Listening

### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 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.
- SL.1.1a. 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).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

- 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.

### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Language

### Conventions of Standard English

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a. Capitalize dates and names of people.

### Vocabulary Acquisition and Use

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

## NJ: 2014 SLS: Social Studies

**NJ: Grades K-4**

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### C. Economics, Innovation, and Technology

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

### D. History, Culture, and Perspectives

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make**

informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

## Enduring Understandings

- The way people live changes over time.
- Comparing and contrasting the similarities and changes in our lives helps us understand how to live and grow.
- It is necessary to look at how we back at how we learn formally and informally to determine how to grow and change our lives.
- Inventions and scientific discoveries impact, change and can improve the way we work and live.

## Essential Questions

- How are the lives of people today different from the live of people long ago?
- How are our lives today similar to that of the past?
- What were schools like long ago?
- How does science and technology change the way people live?
- What can happen to communities over time?
- How has transportation changed over time?

## Content

- A. People, places and things
- B. Schooling
- C. Communities
- D. Transportation
- E. Historical Figures

## Skills

- A.1. Compare daily life today and in the past in such areas as home life, work, clothing games and festivals.
- A.2. Identify things that have changed and things that have stayed the same across generations of family and members.
- A.3. Compare the ways people communicate today and long ago.
- B.1. Recognize that some things change over time while some stay the same.
- B.2. Identify tools for learning in the classroom in the past and present.
- B.3. Compare schools today with schools in the past.
- C.1. Discuss changes that occur in a community over time.
- C.2. Correctly apply terms related to time including past, present and future especially as they relate to community.
- C.3. Recognize how people affect development of the places where they live.
- D.1. Compare types of transportation used today and long ago.
- D.2. Give examples of how technology has changed transportation.
- D.3. Describe how new forms of transportation have improved the way people live.
- E.1. Identify Neil Armstrong as the first person to walk on the moon and explore how his scientific accomplishment impacted change for our country.
- E.2. Recognize that Neil Armstrong's patriotism led to his accomplishments as an astronaut.

## Stage 2: Assessment Evidence

### Assessments

#### Unit Test

##### Summative: Written Test

Blackline Masters for the Unit test can be found in the Assessment Program Teacher's Manual.

#### Look at my family then

##### Formative: Other oral assessments

Have children bring in nostalgic photos of their families. Have them explain to the class what has changed from the time of the photo(s) to present day.

#### Personal Timeline

##### Formative: Visual Arts Project

Have students create a personal time line to demonstrate how their after-school activities change throughout a week. They should be able to track the days in words and the events in pictures, creating a personal time line for classroom display.

## Stage 3: Learning Plan

### Learning Activities

- Provide children with copies of an outline of people. They can "dress" the paper cut out as though they were dressed in the past and then dress one for present times noting the difference in style and expectations. Good follow up to the book mentioned under trade book resources.
- In conjunction with the Look at My Family assessment, place family pictures in a center or do as a whole group activity. Have children observe pictures and then add to an on-going list of the changes they note in technology and transportation in each photo.
- To illustrate changes in technology have the children complete a lesson using just slates that they hold on their laps. Discuss what it felt like, if they thought it was efficient, etc. Connect to the changes in technology and the way those changes have advanced us as a people. (Connect Neil Armstrong biography).
- In computers have children search images for changes in various items (i.e. an old car/new car, old plane/modern plane, etc.). Past the images on a page and have children label differences and generate a class book.

### Resources

- Textbooks: *Social Studies: A Child's View*, Berson, M.J., Howard, T.C, Salinas, C., Houghton Mifflin Harcourt Publishing 2010.
- Audiotext Collection, CD-Rom, Houghton Mifflin Harcourt Publishing Company, 2010.

#### Supplementary Materials

- Big Book Selection for specific Unit, Houghton Mifflin Harcourt Publishing Company, 2010.
- *Social Studies in Action (Resources for the Classroom)*, Houghton Mifflin Harcourt Publishing Company, 2010.
- Homework and Practice book for teacher reproduction, Houghton Mifflin Harcourt Publishing Company, 2010.
- Assessment Program Book, Houghton Mifflin Harcourt Publishing Company, 2010.
- Assessment on CD-Rom, Houghton Mifflin Harcourt Publishing Company, 2010.
- Reading Support and Intervention Manual, Houghton Mifflin Harcourt Publishing Company, 2010.
- Key word picture vocabulary cards (as specified per Unit), Houghton Mifflin Harcourt Publishing Company, 2010.
- Timelinks time line cards, Houghton Mifflin Harcourt Publishing Company, 2010.

#### Trade Book Suggestion:

Steig, W. (2005). *When Everybody Wore a Hat*. Harper Collins: New York.



# Unit 5: All About People

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grade 1

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RI.1.2. Identify the main topic and retell key details of a text.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

- 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed

##### Range of Reading and Level of Text Complexity

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

#### Reading: Foundational Skills

##### Print Concepts

**RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills**

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

##### Fluency

**RF.1.4. Read with sufficient accuracy and fluency to support comprehension.**

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

#### Writing

##### Text Types and Purposes

**NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 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.

**NJSLSA.W 5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

**NJSLSA.W 6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

**Research to Build and Present Knowledge**

**NJSLSA.W 7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

## Speaking and Listening

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- SL.1.1a. 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).
- SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**NJSLSA.SL3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

- 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.

## Language

**Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

# NJ: 2014 SLS: Social Studies

**NJ: Grades K-4**

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## A. Civics, Government, and Human Rights

**6.1 U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

## B. Geography, People, and the Environment

**6.1 U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.

## U. History, Culture, and Perspectives

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

- 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.
- 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

**6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.**

- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Enduring Understandings

- Despite our differing backgrounds Americans share some common beliefs.
- Our present culture has been influenced by various cultures and cultural groups throughout history.
- We can understand the development of our culture and the culture of others through written and oral traditions.
- Celebrations and group events are hallmarks in any culture for bringing people together.
- Families have the same basic needs and work uniquely to meet those needs and sustain and grow the family unit.

### Essential Questions

- How have Native Americans affected our culture?
- How have immigrants added to our culture?
- What can folktales tell you about cultures?
- How do people celebrate their cultures?
- How do families meet their needs?

### Content

- A. Native American influence on culture
- B. Immigration
- C. Cultural influence
- D. Cultural celebrations
- E. Family needs

### Skills

- A.1. Recognize the elements of culture, including language, dress, food and stories.
- A.2. Recognize that Native Americans were the first people to live in North America.
- A.3. Understand the ways in which Native Americans have helped define American culture.
- A.4. Understand Sacagawea's part in defining American culture through her role in the Lewis and Clark expedition.
- B.1. Understand the ways in which immigrants have helped define American culture.
- B.2. Recognize that immigrants come from countries around the world to make a new home in the United States.
- C.1. Compare varied cultures, drawing from folklore.
- C.2. Understand that folktales teach about the culture from which they originate.
- D.1. Compare the different beliefs and customs of other cultures.
- D.2. Recognize that celebrations help people share their cultures.
- E.1. Describe the roles individuals play in groups they belong to.
- E.2. Understand that families around the world have the same needs.
- E.3. Recognize that families around the world meet their needs in different ways.

## Stage 2: Assessment Evidence

### Assessments

#### Unit Test

##### Summative: Written Test

Blackline Masters for the Unit test can be found in the Assessment Program Teacher's Manual.

#### Sacagawea showed Responsibility

##### Formative: Other written assessments

Have children view Brainpop video on Lewis and Clark. Afterward discuss the role and responsibility Sacagawea showed in helping to expand our country. Differentiate a written assignment to respond to her character and develop a class book from their responses.

#### Passport Project

##### Formative: Personal Project

Using Microsoft Publisher generate a "personal passport" for each student. Give them the blank book to add a drawn picture, their culture of origin, some personal facts and a place in another part of the world they would be interested in visiting. This assessment is easily differentiated for readiness.

## Stage 3: Learning Plan

### Learning Activities

- Partner students with a peer of another culture. Have them complete a Venn diagram looking at differences and similarities in foods, traditions, and appearances.
- Share cultures of your classroom through a celebration that can be done with either artifacts or foods. Consider allergies in your planning and select non-food items if there is a high risk in your classroom.
- Invite parents who might have specific cultural talents (i.e. dance, instruments or story telling/folktales) in to present to students throughout the unit.

### Resources

- Textbooks: Social Studies: A Child's View, Berson, M.J., Howard, T.C, Salinas, C., Houghton Mifflin Harcourt Publishing 2010.
- Audiotext Collection, CD-Rom, Houghton Mifflin Harcourt Publishing Company, 2010.

#### Supplementary Materials

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- Reading Support and Intervention Manual, Houghton Mifflin Harcourt Publishing Company, 2010.
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# Unit 6: The Marketplace

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grade 1

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RI.1.2. Identify the main topic and re-tell key details of a text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

##### Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

- 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed

##### Range of Reading and Level of Text Complexity

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

#### Reading: Foundational Skills

##### Print Concepts

**RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills**

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

##### Phonics and Word Recognition

**RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- g. Recognize and read grade-appropriate irregularly spelled words.

##### Fluency

**RF.1.4. Read with sufficient accuracy and fluency to support comprehension.**



- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

## Writing

### Text Types and Purposes

**NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 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.

**NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

**NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

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

### Research to Build and Present Knowledge

**NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.**

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

**NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

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

## Speaking and Listening

### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 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.
- SL.1.1a. 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).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

- 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.

### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

- SL.1.6. Produce complete sentences when appropriate to task and situation.

## Language

### Conventions of Standard English

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a. Capitalize dates and names of people.
- L.1.2b. Use end punctuation for sentences.
- L.1.2c. Use commas in dates and to separate single words in a series.
- L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

#### Vocabulary Acquisition and Use

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

## NJ: 2014 SLS: Social Studies

NJ: Grades K-4

### A. Civics, Government, and Human Rights

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

- 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.

### C. Economics, Innovation, and Technology

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

## Enduring Understandings

- People make choices about how to spend their money based on different factors.
- People can trade goods and services with each other.
- Production of and sale of goods and services are important to ensure the growth of our economy.
- People work in various kinds of jobs based on skill and interest.
- Factories are essential to ensuring that goods are produced to help support our economy.
- Throughout history leaders have played an important role in ensuring that people are treated fairly in their workplace.

## Essential Questions

- Why are goods and services important?
- What kinds of jobs do people do?
- Why do people buy and sell?
- How are goods made in a factory?
- How do leaders ensure the rights of workers in their jobs?

## Content

- A. Goods and Services
- B. Jobs
- C. Buyer and Sellers
- D. Factories
- E. Leaders impacting the marketplace

## Skills

- A.1. Distinguish between goods and services.
- A.2. Understand the concept of exchange and the use of money to purchase goods and services.
- A.3. Recognize the economic characteristics of places.
- A.4. Explore different points of view about which and services are important to various families.
- B.1. Understand why people work.
- B.2. Identify the kinds of work that people do in a community.
- B.3. Compare and contrast work for pay and volunteer work.
- B.4. Understand how volunteering can help people in the community.

- C. 1. Understand ways people trade money for goods and services.
- C.2. Recognize the purpose of saving and ways to save money.
- C.3. Identify examples of markets children experience in their everyday lives.
- C.4. Explore places where economic activity happens.
- C.5. Recognize that buyers and sellers come together at the market to trade good and services.
- D.1. Trace the sequence in a manufacturing process.
- D.2. Determine the resources needed to produce a good.
- E. 1. Understand the contributions made by Cesar Chavez in working to get fair treatment for farm workers.

## Stage 2: Assessment Evidence

### Assessments

#### Unit Test

##### Summative: Written Test

Blackline Masters for the Unit test can be found in the Assessment Program Teacher's Manual.

#### Birthday Party Plan

##### Formative: Technology Project

Help students plan a party. Use the calculator function and identified online resources to help them set a spending budget and plan their party. Have them include food, decorations and favors. Good assessment to be completed in computers.

#### Fair Work Conditions

##### Formative: Other written assessments

Along with the Cesar Chavez biography in the unit, provide students with a description of a negative work environment in their home. Have students make a list of ways to improve their "working" conditions.

## Stage 3: Learning Plan

### Learning Activities

- Create a class store. Provide children a budget. Then demonstrate how they have to spend money on needs first and wants thereafter to meet manage their spending limits.
- Have children create advertisements for a particular product to "generate sales." Explore how advertising influences spending and the economy.
- Have students explore various jobs in the course of the unit and complete an "application" for a job the deem interesting and profitable.

### Resources

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