

Social Studies

Curriculum Guide

1st Grade

Revised: July 2022

Approved by the Montclair Board of Education: August 2022



Montclair Public Schools

Course Title: First Grade Social Studies

Curriculum Area: Social Studies **Credits:** _____

Course Prerequisites: NA _____

2022 Curriculum Writers

Caitlyn Adamo

Marissa May

Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high-quality instruction for all learners.

According to the New Jersey State Department of Education, “The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.”

2020 New Jersey Student Learning Standards for Social Studies

Social studies instruction in early elementary focuses on developing student’s understanding of their role in their family, community, county and world. Students learn foundational ideas of government, democracy, human rights, the common good, citizenship, and civil discourse as well as explore the American identity through symbols, holidays, and monuments that are reflective of our values and principles.

Civics, Government, and Human Rights: Civics and Political Institutions

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function.

Civics, Government, and Human Rights: Participation and Deliberation

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Civics, Government, and Human Rights: Democratic Principles

- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.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: Processes and Rules

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. Processes and rules should be fair, consistent, and respectful of the human rights of all people.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Civics, Government, and Human Rights: Civic Mindedness

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Geography, People, and the Environment: Human Population Patterns

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Geography, People, and the Environment: Spatial Views of the World

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). 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 each student’s assigned seat in the classroom, needs more thought).

Geography, People, and the Environment: Human Environment Interaction

- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Geography, People, and the Environment: Global Interconnections

- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. Limited resources influence choices.
- 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing)
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community

Economics, Innovation, and Technology: Exchange and Markets

- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

- 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).

Economics, Innovation, and Technology: National Economy

- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. Governments play an economic role in the lives of individuals and communities.
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

Economics, Innovation, and Technology: Global Economy

- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

History, Culture, and Perspectives: Continuity and Change

- 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.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. 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 Perspectives: Understanding Perspectives

- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

History, Culture, and Perspectives: Historical Sourcing and Evidence

- 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.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

History, Culture, and Perspectives: Claims and Argumentation

- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g. locally, nationally, globally)

Overview	Theme	Content	Essential Question	Applicable Standards by Strand
Trimester 1	Citizenship and Rules (September/October)	<ul style="list-style-type: none"> ● Define what makes a rule ● Define what makes a law ● Recognize that citizens have a responsibility to follow rules and laws. ● Take responsibility for one’s own choices and actions. ● Identify problems and offer solutions to fix problems. ● Demonstrate turn taking during playing. ● Understand there are consequences for our actions. 	Why do we need rules? How do rules help us in the classroom? How can you show responsibility? To what groups do you belong?	Civics, Government and Human Rights: Processes and Rules 6.1.2.CivicsPR.1 6.1.2.CivicsPR.2 Civics, Government and Human Rights: Participation and Deliberation 6.1.2.Civics.PD.1 6.1.2.Civics.PD.2
	My Community and Country (November)	<ul style="list-style-type: none"> ● Understand the role of leaders in the government, community, school, and home ● Identify important leaders. ● Understand the necessity of leaders. ● Understand voting as a method of group decision making. ● Describe how equality, fairness, and respect for legitimate authority and rules impact a community. 	How do leaders help us stay safe? How do fair laws and respect for authority help our community?	Civics, Government and Human Rights: Political Institutions 6.1.2.CivicsPI.1 6.1.2.CivicsPI.2 6.1.2.CivicsPI.4 Civics, Government and Human Rights: Democratic Principles 6.1.2.CivicsDP.2 NJ Holocaust Goal: People are different and those differences make each of us special.

	American Holidays (October-December)	<ul style="list-style-type: none"> Identify national patriotic holidays. Identify why we celebrate national holidays. Recognize people honored by American holidays. What holidays do we celebrate in the Fall in America? 	<p>What are some American holidays? Why do we celebrate Diwali? Thanksgiving? Hanukkah? Christmas? Kwanzaa? How can traditions change? Can one's beliefs/values/traditions reflect more than one culture? How?</p>	<p>Civics, Government and Human Rights: Democratic Principles 6.1.2.CivicsDP.3 History, Culture, and Perspectives: Understanding Perspectives 6.1.2.HistoryUP.2 6.1.2.HistoryUP.3</p>
Trimester 2	<p>Spatial Views of the World (January)</p> <p>Diversity, Fairness, Respect (January-March)</p>	<p>Maps Are Symbolic Representation of Selected Characteristics of a Place -Explain how maps are used for a specific purpose</p> <p>-Important Leaders in History January: Dr. Martin Luther King Jr. Lunar New Year (January 22)</p> <p>February: African American History Month, Presidents Day: Abraham Lincoln, George Washington</p>	<p>What is a map? How can maps be created for specific uses (ex: classroom map, fire drill map, etc.)? What is a globe? How are maps and globes different?</p> <p>Amistad Note: JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people.</p>	<p>Geography, People and the Environment: Spatial Views of the World 6.1.2.Geo.SV1 6.1.2.Geo.SV.2</p> <p>Civics, Government and Human Rights: Civic Mindedness 6.1.2.Civics.CM.1 6.1.2.Civics.CM.2 6.1.2.Civics.CM.3</p> <p>NJ Holocaust Goal: People are different and those differences make each of us special.</p>
Trimester 3	<p>Human Environment Interaction (April)</p> <p>AAPI Month (May)</p>	<p>Earth Day -Discuss how human activities affect the environment</p> <p>-Identify, contrast, and compare the contributions, traditions, and holidays</p>	<p>How do seasonal weather changes affect where we live? How can we take care of the Earth?</p> <p>How is the AAPI community diverse?</p>	<p>Geography, People and the Environment: Human Environment Interaction 6.1.2.Geo.HE.1 6.1.2.Geo.HE.2</p>

	<p>Goods and Services (May-June)</p>	<p>of the Asian American Pacific Islander community.</p> <ul style="list-style-type: none"> • Describe knowledge and skills needed to produce specific goods and services. • Describe goods and services produced in the local community and produced in other communities. • Identify the ways in which people exchange(d) goods and services. • Make inferences about how understanding the past helps us make sense of the present. • Make inferences about how past events, individuals, and innovations affect our current lives. 	<p>What are goods? What is a service? What are some of the goods and services in our community? How do we exchange goods and services? How did people exchange goods and services in the past? How have past events, people, and inventions helped shape our current lives?</p>	<p>Civics, Government and Human Rights: Civic Mindedness 6.1.2.Civics.CM.3</p> <p>Economics, Innovation, and Technology: Exchange and Markets 6.1.2.Econ.EM.1 6.1.2.Econ.EM.2 6.1.2.Econ.EM.3</p> <p>History, Culture, and Perspectives: Continuity and Change 6.1.2.HistoryCC.2 6.1.2.HistoryCC.3</p>
<p><u>Suggested Open Educational Resources</u></p>	<ul style="list-style-type: none"> • The Amistad Commission’s Virtual Curriculum: http://www.njamistadcurriculum.net/ • NJ Commission on Holocaust Education https://www.nj.gov/education/holocaust • NJ Diversity, Equity and Inclusion Educational Resources: https://www.nj.gov/education/standards/dei/ 			

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	First Grade	
Trimester	1	Unit Title:	Being a Good Citizen/My Country	Pacing:	13 Weeks

Overview

Big Ideas:

- People need rules to get along.
- We all are responsible for the choices we make.
- Americans are proud of their country.

Essential Questions:

- Why do we need rules?
- How do rules help us in the classroom?
- How can you show responsibility?
- To what groups do you belong?
- How do leaders help us stay safe?
- What are some symbols of the United States?
- Why is freedom important?
- What are some American holidays?
- Why do we celebrate Diwali?
- Why do we celebrate Thanksgiving?
- Why do we celebrate Hanukkah?
- Why do we celebrate Christmas?
- Why do we celebrate Kwanzaa?

Enduring Understandings:

- Name and recognize national symbols.
- Identify authority figures in the home, school, and community.
- Identify the name of our country.
- Identify the flag of the United States.
- Recognize the flag as a symbol of our country.
- Recite the Pledge of Allegiance.
- Recognize a map of the United States.
- Locate New Jersey on a map.

NJSLS

Time Frame	Critical Knowledge and Skills	Depth of Knowledge	Standards
<p>Citizenship, Rules and Responsibility (6 weeks)</p>	<p><u>Rules and Laws</u></p> <ul style="list-style-type: none"> - Determine what makes a rule or law - Create a list of classroom and school rules. - Recognize consequences of breaking rules. - Explain how rules help people get along with each other and stay safe. -Cite evidence that explains why rules or laws are necessary at home, in schools, and in communities. <p><u>Responsibility</u></p> <ul style="list-style-type: none"> - Recognize that citizens have a responsibility to follow rules and laws. -Show the importance of taking responsibility for one’s own choices and actions. -Identify a problem; offer solutions for the problems. -Demonstrate examples of choice and consequences through stories and role playing. -Identify costs and benefits of choices. 	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>2</p> <p>3</p> <p>3</p> <p>2</p> <p>3</p>	<p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p>
<p>Leaders, Freedom and American Symbols and Holidays (7 weeks)</p>	<p><u>Leaders/Freedom/American Symbols</u></p> <ul style="list-style-type: none"> - Understand that leaders in the government, community, school, and home make and enforce rules. -Identify important leaders. -Understand the necessity of leaders. <p><u>American Holidays</u></p> <ul style="list-style-type: none"> -Identify national patriotic holidays. -Identify the reasons for some national holidays. -Recognize people honored by American holidays. -What holidays do we celebrate in the Fall in america? 	<p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p>	<p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>NJ Holocaust</p>

Goal: People are different and those differences make each of us special.

Instructional Plan

Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- Anecdotal Records of Student Discourse and other activities, in full-class and small group settings
- Teacher-Student Conference
- Student Self-Assessment (e.g. "Exit Slips," etc.)
- Mid-Unit Check Ins or Quizzes
- Mid-Unit Performance Tasks

Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

- Unit Tests
- Unit Quizzes
- Unit Performance Tasks

Texts

The list below contains recommendations.

- Rules and Responsibility-**
 -"What If Everybody Did That?" by Ellen Javernick (online read aloud <https://www.youtube.com/watch?v=SD0apYFz5gg>)
 -"David Gets in Trouble" by David Shannon
 -"Lilly's Purple Plastic Purse" by
 -"Franklin Wants a Pet" by Paulette Bourgeois
- Government-**
 "We the Kids" by David Catrow
 Additional Texts: <https://learnincolor.com/25-us-government-books-for-kids-2.html>
- Holidays-**
 -<https://www.whatdowedoallday.com/multicultural-winter-holiday-picture-books/>
 -<http://www.apples4theteacher.com/holidays/armed-forces-day/>

Supplementary Resources

- Why do we need rules and laws?: <https://www.youtube.com/watch?v=fISjeLJkFMo>
 BrainPOP, Jr, Holidays:
<https://jr.brainpop.com/socialstudies/americanhistory/thanksgiving/>
<https://jr.brainpop.com/socialstudies/holidays/>
- NJ Amistad Commission Interactive Curriculum <http://www.njamistadcurriculum.net/history/units>
 NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide:
https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf
 Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom:
<https://echoesandreflections.org/teach/>

[-https://www.educationworld.com/a_lesson/hunt/hunt034.shtml](https://www.educationworld.com/a_lesson/hunt/hunt034.shtml)

[-http://www.nea.org/tools/lessons/Memorial-day-lesson-ideas-k-5.html](http://www.nea.org/tools/lessons/Memorial-day-lesson-ideas-k-5.html)

[-https://www.educationworld.com/holidays/archives/memorial_day.shtml](https://www.educationworld.com/holidays/archives/memorial_day.shtml)

Curriculum Related Projects and Activities

This is a place to capture standards integration and instructional best practices.

- Develop a poster with a classroom rule on it, illustrating what happens when the rule is followed, and when it is not
 - Develop a Venn Diagram comparing and contrasting the student with a friend or classmate
 - Name the important people in the school: principal, secretary, school nurse, custodian, etc. Answer the questions: “What is the role of the principal?” “What is the role of the secretary?” “What is the job of the custodian?” “What is the job of the school nurse?”
 - Create a “Who Helps Us At School” booklet
 - Name the important people in the community. Answer the questions: “What is the job of the police?” “What does a fireman do?” “What does the mayor do?”
 - Identify the leaders of home, school, and community.
 - Create Classroom Rules chart and discuss need for Classroom Rules; same for Classroom Jobs.
- https://www.americanbar.org/content/dam/aba/images/public_education/rulesrulesrules_activity_authcheckdam.pdf

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education: <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

Global Awareness
 Financial, Economic, Business and Entrepreneurial Literacy
Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills: Bold all that apply

Creativity & Innovation
Critical Thinking & Problem Solving
Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5e13ajDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

K-5

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

K-5

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.

K-5

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

Grade 1 Students

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

K-5

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Smart Board Applications

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students’ published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	First	
Trimester	2	Unit Title:	Spatial Views/Diversity, Fairness, Respect	Pacing:	10 Weeks

Overview

Big Ideas:

- People live in many different locations.
- People’s lives affect the way they 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?

Enduring Understandings:

- Use a map key to identify places on a map.
- Locate on a map their community, state, and the United States.
- Explain the difference between maps and globes.
- Locate places on a map using the four cardinal directions.
- Identify a route as a path that leads from one place to another.
- Describe the physical characteristics of places and regions.
- Compare and contrast rural and urban areas.
- Give examples of natural resources and how people share them

NJSLs

Time Frame	Critical Knowledge and Skills	Depth of Knowledge	Standards
Spatial Views of The World (4 Weeks)	-Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. -	2	6.1.2.Geo.SV.1 - 2
	Places are jointly characterized by their physical and human properties.	3	6.1.2.Geo.HE.1 -2
	-Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.	3	6.1.2.Geo.GI.1
	-Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.	3	Amistad: JU.K-2.15

	<ul style="list-style-type: none"> -Economic opportunities in New Jersey and other states are related to the availability of resources and technology. -Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. -Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. -Are aware of their relationships to people, places, and resources in the local community and beyond. -Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. -Develop strategies to reach consensus and resolve conflict. -Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>3</p> <p>3</p> <p>3</p> <p>2</p> <p>3</p> <p>3</p> <p>3</p>	I know about people who helped stop unfairness and worked to make life better for many people.
Diversity, Fairness, Respect (6 Weeks)	<p><u>African American History Month</u> (All of February)</p> <ul style="list-style-type: none"> -Identify famous African Americans and describe their contributions to our country/world. <p>Suggested Icons (but not limited to): Rosa Parks, Muhammad Ali, Frederick Douglass, W.E.B. Du Bois, Jackie Robinson, Sojourner Truth, Langston Hughes, Maya Angelou</p> <ul style="list-style-type: none"> - Use folk tales to make inferences about how they contributed to the development of our society. <p><u>Presidents Day</u> (Feb 20)</p> <ul style="list-style-type: none"> -Identify who Abraham Lincoln was and his importance to our country (Feb 12) - Identify who George Washington was and his importance to our country (Feb 22) <p><u>Women’s History Month</u> (all of March)</p> <ul style="list-style-type: none"> -Identify famous women and their contributions to our country/world. <p>Suggested Icons (but not limited to): Malala Yousafzai, Ruby Bridges, Mae Jemison, Betsy Ross, Helen Keller, Simone Biles</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>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.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>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.</p>

			6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Anecdotal Records of Student Discourse and other activities, in full-class and small group settings Teacher-Student Conference Student Self-Assessment (e.g. “Exit Slips,” etc.) Mid-Unit Check Ins or Quizzes Mid-Unit Performance Tasks</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> - Unit Tests - Unit Quizzes - Unit Performance Tasks
Texts	Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>-https://www.whatdowedoallday.com/geography-books-for-kids/ -https://pambarnhill.com/geography-books-for-kids/ -https://reedsy.com/discovery/blog/childrens-books-about-diversity -”Little Leaders: Bold Women in Black History” by Vashti Harrison -”Little Legends: Exceptional Men in Black History” by Vashti Harrison -https://mashable.com/article/womens-history-month-books-for-kids -Mapping Penny’s World by L. Leedy (2000) Me on the Map by J. Sweeney (1998) -Franklin’s Neighborhood by P. Bourgeois (1999) -Mouse Views: What the Class Pet Saw by B. McMillan (1993)</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>BrainPOP, Jr, Biographies of Leaders: https://jr.brainpop.com/socialstudies/biographies/ The ABCs of Black Inventors: https://www.youtube.com/watch?v=nYD7rNNsShg NJ Amistad Commission Interactive Curriculum http://www.njamistadcurriculum.net/history/units NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide: https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom:</p>

-This is the Way We Go to School by E. Baer
-We Are Alike, We Are Different, Chelienharn Elementary School Kindergarten
(Scholastic, 1991)
-The Crayon Box that Talked by Shane DeRolf

<https://echoesandreflections.org/teach/>

Instructional Best Practices and Exemplars/Suggested Activities

This is a place to capture standards integration and instructional best practices.

- Black History Month Project (ex: decorate a can to look like an influential African American, write and present facts).
- Women's History Month Project (ex: "All About" book or poster)
- Rev. Dr. Martin Luther King, Jr. (including his efforts to help workers) <http://www.readwritethink.org/classroom-resources/lesson-plans/martin-luther-king-identifying-257.html>
- Lunar New Year <https://kidworldcitizen.org/a-lesson-plan-for-chinese-new-year-w-props-and-stories/>
- Lincoln's Birthday http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Plan--Happy_Birthday_Lincoln.pdf
- Presidents' Day (Washington's birthday) <https://www.mountvernon.org/education/lesson-plans/>
- African American History Month <https://blog.ixl.com/2016/01/19/black-history-month-free-2nd-and-3rd-grade-lessons-available-to-download>
- Thomas Jefferson's birthday <http://www.apples4theteacher.com/holidays/presidents-day/thomas-jefferson/> https://www.youtube.com/watch?v=uL_6b-k7aVI
- <http://www.firstgradenest.com/2017/03/womens-history-month-activities-with.html>
- <https://www.edutopia.org/blog/womens-history-month-lesson-plans-matt-davis>
- <https://www.weareteachers.com/womens-history-month-activities/>
- <http://www.nea.org/tools/lessons/50850.htm>
- <https://www.scholastic.com/teachers/collections/teaching-content/womens-history-month-collection-teaching-resources/>

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics ● NJDOE Resources 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

21st Century Skills: Bold all that apply

Creativity & Innovation

Critical Thinking & Problem Solving

Communication & Collaboration

Media Literacy

Information Literacy

Information, Communication & Technology

Life & Career Skills

Technology Infusion

<https://docs.google.com/document/d/1-5el3aJdD9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

K-5

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

K-5

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.

K-5

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

Grade 1 Students

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

K-5

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Smart Board Applications

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	First Grade	
Trimester	3	Unit Title:	The Marketplace	Pacing:	10 Weeks

Overview

Big Ideas:

- People trade goods and services with each other.
- They make choices about how to spend their money.
- In many ways, people today are the same as people who lived long ago; but the way people live has changed over time.

Essential Questions:

- Why are goods and services important?
- What kinds of jobs do people do?
- Why do people buy and sell?
- How are the lives of people today different from the lives of people long ago?
- How are they the same?
- What were schools like long ago?
- What can happen to communities over time?

Enduring Understandings:

- Identify ways in which goods and services are used in a community.
- Jobs are created to provide goods and services in a community.
- Understand the roles of buyers and sellers in a community.
- Describe characteristics of a factory
- Identify ways in which people have changed over time.
- Compare and contrast how communities have changed over time.

NJSLS

Time Frame	Critical Knowledge and Skills	Depth of Knowledge	Standards
The Marketplace (4 weeks)	1. Goods and Services <ul style="list-style-type: none"> ● Distinguish between goods and services. ● Understand the concept of exchange and the use of money to purchase goods and services. ● Recognize the economic characteristics of places. ● Explore different points of view about which goods and services are important to families. 2. Jobs People Do <ul style="list-style-type: none"> ● Identify the kinds of work that people do in a community. ● Understand why people work. ● Compare and contrast work for pay and volunteer work. ● Why are goods and services important? ● What kinds of jobs do people do? 3. Buyers and Sellers <ul style="list-style-type: none"> ● Why do people buy and sell? ● Understand ways people trade money for goods and services. ● Identify examples of markets children experience in their everyday lives. ● Explore places where economic activity happens. ● Recognize that buyers and sellers come together at the market to trade goods and services. 	2 1 1 2 1 2 2 2 1 2 2 1 1 2	6.1.2.Geo.GI.1 6.1.2.EconEM.1-3
Changes Over Time (2 weeks)	1. People Long Ago		6.1.2.HistoryCC.2-3

	<ul style="list-style-type: none"> ● Compare daily life today and in the past in such areas as home, life, work, clothing, games, and festivals. ● Identify things that have changed and things that have stayed the same across generations of family members. ● Compare the ways people communicate today and long ago. ● Analyze artifacts, including household tools of the past. ● Recognize the changes in daily life brought by innovations, inventions, and new technologies. ● Recognize that some things change over time while others stay the same. 	2 1 2 2 1 2	
AAPI Month (May - 4 weeks)	<ul style="list-style-type: none"> ● Contrast and compare to show the diversity of the Asian American and Pacific Islander community. ● Identify characteristics of Asian Americans and Pacific Islander Americans. ● Explain the cultural celebrations of Asian American and Pacific Islander Americans. ● Contrast and Compare foods and traditions of the AAPI culture. 	2 1 1 2	6.1.2.HistoryUP.2-3

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Anecdotal Records of Student Discourse and other activities, in full-class and small group settings Teacher-Student Conference Student Self-Assessment (e.g. "Exit Slips," etc.) Mid-Unit Check Ins or Quizzes Mid-Unit Performance Tasks</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> - Unit Tests - Unit Quizzes - Unit Performance Tasks

Texts	Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>How to Help The Earth Read Aloud HOW TO HELP THE EARTH BY THE LORAX by Tish Rabe-Earth Day Book - Children's books - Read aloud</p> <p>Earth Day Everyday 🌍Earth Day Every Day - Read Aloud</p> <p>Always Anjali by Sheetal Sheth (South Asian) Always Anjali read by Padma Lakshmi</p> <p>Beautifully Me by Nabeela Noor (South Asian /Bangladeshi) Social media content creator releases children’s book, ‘Beautifully Me’</p> <p>Eyes that Kiss in the Corners by Joanna Ho (East Asian/Taiwanese) #BNStorytime: Joanna Ho reads EYES THAT KISS IN THE CORNERS</p> <p>Cora Cooks Pancit by Dorina Lazo Gilmore and Kristi Valiant (Southeast Asian/Filipino) Read Aloud Story - Cora Cooks Pancit How to cook Pancit</p> <p>Festival of Colors by Kabir Sehgal (South Asian/Indian) festival of COLORS by Kabir Sehgal & Surishtha Sehgal Illustrated by Vashti Harrison I Read Aloud I</p> <p>The Most Beautiful Thing by Kao Kalia Yang (Southeast Asian/Hmong) The Most Beautiful Thing Read Aloud</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>BrainPOP, Jr, Goods and Services: https://jr.brainpop.com/socialstudies/economics/goodsandservices/ Goods and services for kids: https://www.youtube.com/watch?v=W6rx-fxJeVs Producers and consumers: https://www.youtube.com/watch?v=Psdn_oEg2Cw</p> <p>AAPIClassroom Resources AAPIClassroom Resources for Schools and Teachers (Elementary Focus) - Google Docs</p> <p>Community Helpers - BrainPOP Jr. Reduce, Reuse, Recycle - BrainPOP Jr. Natural Resources - BrainPOP Jr.</p> <p>NJ Amistad Commission Interactive Curriculum http://www.njamistadcurriculum.net/history/units NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide: https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom: https://echoesandreflections.org/teach/</p>

Instructional Best Practices and Exemplars

Goods and Services:
- http://sites.isdschools.org/grade1_remote_learning_resources/useruploads/04_06/4-6%20MillC%20SS%204Q.pdf
- <https://www.education.com/lesson-plan/on-market-street-goods-and-services/>

- <https://www.weareteachers.com/aapi-heritage-month-activities/>

AAPI:

- <https://www.education.com/worksheets/first-grade/asian-pacific-american-heritage-month/>

- <https://www.localpassportfamily.com/2022/05/20-aapi-month-activities.html>

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student's heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

<ul style="list-style-type: none"> • Utilize flexible/cooperative grouping based on instructional goals • Create lesson reminder sheets • Prioritize and chunk lengthy assignments • Utilize assistive technology, when appropriate • Provide ongoing, effective, specific feedback • Model/Utilize graphic organizers • Provide leveled reading materials • Utilize visual aids and props (flashcards, pictures, symbols) when possible • Utilize a multi-sensory approach to new topics • NJDOE Resources 			
---	--	--	--

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5el3aJdD9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

K-5

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

K-5

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.

K-5

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

Grade 1 Students

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

K-5

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

Smart Board Applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes