



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Social Studies **Grade 1**

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



**Springfield Public Schools
Springfield, New Jersey**

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Superintendent of Schools**

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Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

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School Business Administrator/
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

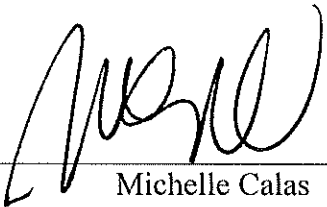
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 1: Rights & Responsibilities of Citizens
Unit Summary: Chapter 1 focuses on the big question: Who is responsible for making and enforcing rules?					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy					
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Chapter 1 is focused on the big question: Who is responsible for making and enforcing rules? Children will use prior knowledge to gain understanding, make meaningful connections to personal experiences and establish meaning.				

Learning Targets

Standards:	6.1.2.CivicsPI.1, 6.1.2.CivicsPI.2, 6.1.2.CivicsPI.3, 6.1.2.CivicsPI.4, 6.1.2.CivicsPI.5, 6.1.2.CivicsPI.6, 6.1.2.CivicsPR.1, 6.1.2.CivicsPR.2, 6.1.2.CivicsPR.3, 6.1.2.EconET.5, RI.1.1, RL.1.2, SL.1.1.B, SEL.PK-12.1.1, SEL.PK-12.1.2, SEL.PK-12.4.2, SEL.PK-12.2.1, SEL.PK-12.4.3, 9.1.2.CR.1, 9.1.2.CR.2				
Content Statements:	• 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. • Rules and laws are developed to protect people's rights and the security and welfare of society. • Students will use digital tools to manage, evaluate, and synthesize information to solve problems individually and collaboratively, and to create and communicate knowledge. • Students will utilize various text features to learn new material and answer questions based on the knowledge presented. • Responsible Decision-Making • Cultural & Cultural Diversity				
CPI#:	Cumulative Progress Indicator (CPI):				
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.
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.
6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decision.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- Who is responsible for making and enforcing the rules?

Unit Enduring Understandings:

- Citizens have rights and responsibilities, including voting for public officials.
- People can better cooperate when they respect authority and follow rules and laws in the home, at school, and in the community.
- Rules and laws establish order, provide security, and manage conflict.
- Good citizens help to maintain a constitutional republic.
- The role of government is to represent the citizens and provide services and protection.

Unit Learning Targets:

Students will....



- Identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life.
- Demonstrate good citizenship in school and in the community.
- Explain the purpose for rules in the home, school, and community.
- Identify how a person can be a good sport.
- Define responsibility, right, and cooperate.
- Identify and explain responsibilities at home and at school, including showing respect for oneself and for others.
- Identify and explain rights and choices made as a member of a family and a class.
- Explain the importance of cooperating, or working well together.
- Explain the purpose of rules and laws.
- Identify rules and laws to ensure fairness and safety.
- Discuss rules at home and at school.
- Identify the consequences of not following rules and laws.

Evidence of Learning

Summative Assessment:	Chapter 1 Assessment: 1 Period
Equipment Needed:	myWorld Interactive Student Edition
Teacher Resources:	myWorld Interactive Teacher Edition

Formative Assessments:

- Lesson 1 Check
- Lesson 2 Check
- Lesson 3 Check

Lesson Plans

Lesson	Time Frame
Lesson 1 Acting as Good Citizens	40 minutes/2 days
Lesson 2 Rights and Responsibilities	40 minutes/2 days
Lesson 3 Following Rules and Laws	40 minutes/2 days

Teacher Notes:

There are additional resources for these lessons on BrainPop Jr.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

BrainPop Jr. video: [Rights and Responsibilities](#)

BrainPop Jr. video: [Local and State Governments](#)

BrainPop Jr. video: [Branches of Government](#)



Brain Pop Jr. video: [President](#)

Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Citizenship	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy
☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

- Laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and describe the characteristics of good citizenship, including respect for oneself and others and responsibility in daily life.	Lesson Sequence - Teacher will introduce the vocabulary words to the class: citizen, rule. - Students will complete Jumpstart activity. Students will take turns	- Reading Check page 4 - Reading Check page 5 - Reading Check page 6 - Lesson Check page 7



• Demonstrate good citizenship in school and in the community. • Explain the purpose for rules in the home, school and community. • Identify how a person can be a good sport.	telling the nice things you do for others. 3. Teachers and students will read Acting As A Good Citizen together. (pages 4-8) Teacher and students will discuss. 4. Students will complete lesson 1 check on page 7.	
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Differentiation:

BL: Point out that one way to be a good citizen is to be a good sport. Teacher will ask children to name two ways a person can be a good sport.

AL: have children recall what it means to be a good sport. Then have pairs make a list of compliments they can use to show how to be a good sport, such as “Way to go!” and “Good game!”

Resources Provided:

- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition
- BrainPOP Jr. Subscription



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Rights and Responsibilities	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define responsibility, right, and cooperate. • Identify and explain responsibilities at home and at school, including showing respect for oneself and for others. • Identify and explain rights and the choices made as a member of a family and a class. • Explain the importance of cooperating, or working well together.	Lesson Sequence 1. Teacher will introduce the vocabulary words to the class: right, responsibility, and cooperation. 2. Students will complete Jumpstart activity. Students will ask two other children what they think responsibility means. 3. Teacher and students will read, We have Responsibilities together on pages 10-13. Teacher and students will discuss	• Reading Check page 10 • Reading Check page 11 • Reading Check page 12 • Lesson Check page 13



- | | | |
|--|---|--|
| | rights, responsibilities,
and cooperation.
4. Students will complete
Lesson 2 Check. | |
|--|---|--|

Differentiation:

BL: Teacher will mention responsibilities children have in the classroom, such as hanging up backpacks and raising their hand before speaking. Ask them to list other examples.

AL: Teacher will have children draw pictures or write a list of responsibilities. If they draw pictures, have children add captions to their images.

Resources Provided:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	Following Rules and Laws	Time Frame:	40minutes/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)

[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the purpose of rules and laws. • Identify rules and laws that ensure fairness and safety. • Discuss rules at home and at school. • Identify the consequences of not following rules and laws.	Lesson Sequence 1. Teacher will introduce the vocabulary to the class: law and consequences. 2. Students will complete the Jumpstart Activity. Students will act out a rule you follow at home, at school, or in your community. 3. Teacher and students will read Rules at School, Rules and Laws in the Community, and Consequences together on pages 14-17. Teacher and students will discuss.	• Reading Check page 14 • Reading Check page 15 • Reading Check page 16 • Lesson Check page 17



4. Students will complete
Lesson 3 Check.

Differentiation:

BL: Point out that children and their community have laws. Ask them to name two different traffic laws or other laws they followed on their way to school that day.

AL: Have children choose a traffic law they think is the most important for people to follow. Have them write a short explanation on why it's the most important.

Resources Provided:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences		x	
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self-assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 1: Rights & Responsibilities of Citizens
Created:	1st Grade Team	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 2: Geography of the Community
Unit Summary: Chapter 2 focuses on the big question: What is the world like?					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy X Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Chapter 2 is focused on the big question: What is the world like? Children will learn that maps are simple representations and globes are models of places on Earth, and the world is made up of different physical characteristics such as land, bodies of water, natural resources, and weather. Children will also learn that humans interact with, and have an impact on, the environment, and the environment affects how and where people live. Human characteristics of places such as shelter, clothing, food, activities are based on geographic location.				

Learning Targets

Standards:	6.1.2.GeoSV.1, 6.1.2.GeoSV.2, 6.1.2.GeoSV.3, 6.1.2.GeoHE.1, 6.1.2.GeoHE.3, RI.1.1, RI.1.6, RI.1.10, SEL.PK-12.2.1, SEL.PK-12.2.2, SEL.PK-12.4.1, 9.1.2.CR.1, 9.1.2.CR.2
Content Statements:	• 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. • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. Students will use digital tools to manage, evaluate, and synthesize information to solve problems individually and collaboratively, and to create and communicate knowledge. • Students will use digital tools to manage, evaluate, and synthesize information to solve problems individually and collaboratively, and to create and communicate knowledge. • Students will utilize various text features to learn new material and answer questions based on the knowledge presented. • Social Awareness • Cultural
CPI#:	Cumulative Progress Indicator (CPI):
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.GeoSV.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.GeoSV.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).
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Unit Learning Targets:

Students will....

- Explain what a community is.
- Describe the difference between a city and a town.
- Determine activities that people do in communities.
- Describe the location of oneself and objects relative to other locations.
- Identify and describe the relative location of places in the school and community.
- Recognize that maps can be used to locate and identify places.
- Locate and identify places on a map using the four cardinal directions.
- Explain that a map is a simple representation of places on Earth.
- Explain that maps are used to show large and small places.
- Use simple maps, such as maps of the home, classroom, school and community.
- Recognize that maps can be used to locate and identify places.
- Identify the parts of a map, including the title, compass rose, legend, and symbols.
- Identify a model as a small version of something.
- Compare and contrast a model, a picture, and a map.



Evidence of Learning

Summative Assessment: Chapter 2 Assessment: 1 Period

Equipment Needed: myWorld Interactive Student Edition

Teacher Resources: myWorld Interactive Teacher Edition

Formative Assessments:

- Lesson 1 Check
- Lesson 2 Check
- Lesson 3 Check

Lesson Plans

Lesson	Time Frame
Lesson 1 Our Community	40 Minutes/2 days
Lesson 2 Finding Places	40 Minutes/2 days
Lesson 3 Maps and Models	40 Minutes/2 days

Teacher Notes:

There are additional resources for these lessons on BrainPop Jr.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

BrainPop Jr. video: [Rural, Suburban, and Urban](#)

BrainPop Jr. video: [Reading Maps](#)



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Our Community	Time Frame:	40 minutes/ 2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain what a community is. • Describe the difference between a city and a town. • Determine activities that people do in communities. • Describe the location of oneself and objects relative to other locations. • Identify and describe the relative location of places	Lesson Sequence 1. Teacher will introduce the vocabulary words to the class: community, city, town, location, relative location. 2. Students will complete Jumpstart Activity: Students will think of places they like to visit around their home. 3. Teacher and students will read Our Community together. Pages 42 - 44. Teacher and students will discuss where we live,	• Reading Check page 42 • Reading Check page 43 • Reading Check page 44 • Lesson Check page 45



in the school and
community.

what we do and places
near us.
4. Students will complete
lesson 1 check on page
45.

Differentiation:

BL: Show children images of different places in a community, such as a park, school, bank, and so on. Have the student choose one of the places and write a sentence or two to describe the image using the following sentence frames: This is a _____. A _____ is part of a _____ (city, town, community)

AL: Show children images of different places in a community, such as a park, school, bank, and so on. Have the students choose two or more and write descriptions of each. Encourage the students to tell or write about the similarities and differences between the places.

Resources Provided:

- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition
- BrainPOP Jr. Subscription



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Finding Places Time Frame: 40 minutes/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)

[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Recognize that maps can be used to locate and identify places. • Locate and identify places on a map using four cardinal directions. • Explain that a map is a simple representation of places on Earth. • Explain that maps are used to show large and small places. Use simple	Lesson Sequence 1. Teacher will introduce the vocabulary words to the class: absolute location, map, direction, cardinal direction. 2. Students will complete Jumpstart activity. Students will describe their home and what is near where they live, such as parks and stores. 3. Teacher and students will read Finding Places	• Reading Check page 46 • Reading Check page 47 • Reading Check page 48 • Lesson Check page 49



maps, such as maps of the home, classroom, school, and community.

together on pages 46 - 49. Teacher and students will discuss the difference between relative location and absolute location, addresses, a community map and cardinal directions. Students will complete lesson 2 check on page 49.

Differentiation:

BL: Provide pairs of children with simple maps of museums, parks, shopping centers, or zoos. Have pairs ask each other questions about the map using cardinal directions.

AL: Have children imagine that the Community Map extends to the east and the west. Have them draw pictures of other places they would find west of the playground and east of the school. When children have finished their drawings, have them describe these locations using cardinal directions.

Resources Provided:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title	Maps and Models	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)

[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Recognize that maps can be used to locate and identify places. • Identify parts of a map, including title, compass rose, legend, and symbols. • Identify a model as a small version of something. • Compare and contrast a model, picture, and a map.	Lesson Sequence 1. Teacher will introduce the vocabulary to the class: compass rose, symbol, and legend. 2. Students will complete the Jumpstart Activity. Students will share a time their families used a map. 3. Teacher and students will read Maps and Models together. Teacher and class will discuss parts of a map. Teacher and	• Reading Check page 52 • Reading Check page 53 • Reading Check page 54 • Lesson Check page 55



	students will discuss the difference between pictures and models of a map. 4. Students will complete Lesson 3 Check.	
Differentiation: BL: In pairs, have children make a map of the school and neighborhood. Identify where the school is located and have children draw and label three or four places on their maps. Have pairs make symbols for these places to put in the legend on the map. AL: Have children make a map of the school and neighborhood. Encourage children to draw five places on their maps. Remind them to create legend with symbols and labels. Then, have them write two sentences describing their maps.		
Resources Provided: • Teacher laptop • Whiteboard • myWorld Interactive Student Edition • myWorld Interactive Teacher Edition		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 1	Unit Title: Chapter 2: Geography of the Community
Created: 1st Grade Team		Board Approved on:



Unit Overview Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 3: Symbols and Traditions of the United States
Unit Summary: Chapter 3 focuses on the big question: What does it mean to be American?					
Primary Interdisciplinary Connections:					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving					
□ ICT Literacy					
X Information Literacy □ Life and Career Skills X Communication and Collaboration					
□ Media Literacy					
Unit Rationale:	Chapter 3 is focused on the big question: What does it mean to be American? Children will learn that there are symbols and traditions that connect all Americans across the country, the American flag is a symbol of freedom, and American documents are the basis of the United States' freedom and laws.				

Learning Targets

Standards	6.1.2.CivicsDP.1, 6.1.2.CivicsDP.2, 6.1.2.CivicsDP.3, RL.1.1, SEL.PK-12.1.1, SEL.PK-12.3.2, SEL.PK-12.3.3, SEL.PK-12.3.4, SEL.PK-12.5.5, 9.1.2.CR.1, 9.1.2.CR.2
Content Statements:	• 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. • Key historical events, documents and individuals led to the development of our nation. • Students will use digital tools to manage, evaluate, and synthesize information to solve problems individually and collaboratively, and to create and communicate knowledge. • Students will utilize various text features to learn new material and answer questions based on the knowledge presented. • Social Awareness • Cultural
CPI#:	Cumulative Progress Indicator (CPI):
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.
LA.RL.1.1	Ask and answer questions about key details in a text.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- What does it mean to be American?

Unit Enduring Understandings:

- There are symbols and traditions that connect all Americans across the country.
- The American flag is a symbol of freedom.
- American documents are the basis of the United States' freedom and laws.

Unit Learning Targets:

- Understand America was once ruled by England.
- Recognize the Declaration of Independence and the Constitution are important.
- Identify the Constitution has set rules and laws and the Bill of Rights as changes to the Constitution.
- Identify historical figures, such as Francis Scott Key.
- Recite American songs.
- Explain the history of American songs.
- Identify American anthems and songs and explain how they reflect American individualism and freedom.
- Recognize that some heroes work to help people who are not treated fairly.
- Identify contributions by Dr. MLK Jr, and Cesar Chavez, who worked for justice.
- Compare similarities and differences among the lives and activities of historical figures who have worked for justice.



Evidence of Learning

Summative Assessment: Chapter 3 Assessment: 1 Period

Equipment Needed: myWorld Interactive Student Edition

Teacher Resources: myWorld Interactive Teacher Edition

Formative Assessments:

- Lesson 1 Check Page 79
- Lesson 2 Check Page 83
- Lesson 3 Check Page 89



Lesson Plans

Lesson	Time Frame
Lesson 1 We Are Americans	40 minutes / 2 days
Lesson 2 American Symbols	40 minutes / 2 days
Lesson 3 American Documents	40 minutes / 2 days

Teacher Notes:

There are additional resources for these lessons on BrainPop Jr.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

BrainPop Jr. video: [US Symbols](#)



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: We are Americans Time Frame: 40 minutes/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Describe the United States Flag. • Recite and explain the meaning of the Pledge of Allegiance to the United States Flag. • Recognize that the United States Flag has different meanings to different people.	Lesson Sequence 1. Students will complete Jumpstart Activity: Discuss what promises you make to your family at home. Example: Maybe you promise to do chores or clean your room. 2. Teacher will introduce the following lesson vocabulary words: flag, pledge, tradition, freedom, and justice.	• Reading Check p. 76 • Reading Check p. 77 • Reading Check p. 78 • Lesson 1 Check p. 79



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">3. Class will read and discuss the sections: Stars and Stripes, A Promise to Our Country, A Promise of Freedom and A Promise of Justice (pages 76-79).4. Students will complete Lesson 1 Check on p. 79. | |
|--|---|--|

Differentiation:

BL: Have children complete these sentence frames: Marco has his hands on his __. He is saying the __ to the United States __.

AL: Have children draw a picture of themselves reciting the Pledge of Allegiance to the United States Flag. Encourage them to write a caption for their picture.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: American Symbols Time Frame: 40 minutes/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand that the United States has many symbols. • Explain why symbols are important to Americans. • Identify American symbols, including Uncle Sam, the bald eagle, the Statue of Liberty, and the Golden Gate Bridge.	Lesson Sequence 1. Students will complete Jumpstart Activity: Discuss things around the room that stand for something. Example: our flag. 2. Teacher will introduce the following lesson vocabulary words: national, emblem, and landmark. 3. Class will read and discuss the sections: Why are Symbols Important?	• Reading Check p. 80 • Reading Check p. 81 • Reading Check p. 82 • Lesson 2 Check p. 83



	Our National Bird, The Statue of Liberty, The Golden Gate Bridge (pages 80-83). 4. Students will complete Lesson 2 Check on p. 83.	
Differentiation: BL: Ask Children to complete the following sentence frame for the symbols in this lesson: _ is important because it _. AL: Have children work independently or with a partner to choose two symbols of the United States and create a poster or clay model of the symbol. Then have children explain why the symbols are important.		
Resources Provided: ● myWorld Interactive Teacher Edition ● myWorld Interactive Student Edition ● BrainPOP Jr. subscription		



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	American Documents	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand America was once ruled by England. • Recognize that the Declaration of Independence and the U.S. The Constitution are important American documents. • Identify the U.S. Constitution as a set of rules and laws for our	Lesson Sequence 1. Students will complete Jumpstart Activity: Present a box and have the class brainstorm ideas with what to do with the box. Do not write down ideas. Then tell children you can't remember their ideas. Have class discuss why we write ideas down.	• Reading Check p. 86 • Reading Check p. 87 • Reading Check p. 88 • Lesson 3 Check p. 89



country and the Bill of Rights as changes to the Constitution.	2. Teacher will introduce the following lesson vocabulary words: colony, document, constitution, amendments. 3. Class will read and discuss the sections: Building Colonies, The Declaration of Independence, The U.S. Constitution, The First Amendment of the Bill of Rights(pages 86-89). 4. Students will complete Lesson 3 Check on p. 89.	
Differentiation: BL: Ask children to complete the following sentence fram: The U.S. Constitution is important because —. AL: Have children work individually or with a partner to make a book of classroom rules. Encourage them to draw pictures to illustrate rules. Then have partners explain the connection between classroom rules and the U.S. Constitution.		
Resources Provided: ● myWorld Interactive Teacher Edition ● myWorld Interactive Student Edition ● BrainPOP Jr. subscription		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 3: Symbols and Traditions
Created :	1st Grade Team	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 4: Life Today and Long Ago
Unit Summary: Chapter 4 focuses on the big question: How does life change throughout history?					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy					
X Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students will unlock the big question through a step-by-step process. Students will first learn that time is measured with tools such as a clock or calendar. Students will also learn some aspects of schools and communities stay the same over time, but other aspects change. Finally, students will learn how technology, transportation, and ways to communicate have changed over time.				

Learning Targets

Standards:	6.1.2.HistoryCC.1, 6.1.2.HistoryCC.2, 6.1.2.HistoryCC.3, RL.1.1, RI.1.5, 1.MD.B.3, SEL.PK-12.3.1, SEL.PK-12.3.2, SEL.PK-12.2.2, 9.1.2.CR.1, 9.1.2.CR.2				
Content Statements:	• 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. • Students will use digital tools to manage, evaluate, and synthesize information to solve problems individually and collaboratively, and to create and communicate knowledge. • Students will utilize various text features to learn new material and answer questions based on the knowledge presented. • Relationship skills • Cultural				
CPI#:	Cumulative Progress Indicator (CPI):				
6.1.2.History CC.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.History CC.2	Use a timeline of important events to make inferences about the 'big picture' of history.				
6.1.2.History CC.3	Make inferences about how past events, individuals, and innovations affect our current lives.				
LA.RL.1.1	Ask and answer questions about key details in a text.				
LA.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.				



MA.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- How does life change throughout history?

Unit Enduring Understandings:

- We measure time with clocks and calendars.
- Some aspects of schools and communities stay the same over time, but other aspects change.
- Technology, transportation, and ways to communicate have changed over time.

Unit Learning Targets:

Students will....

- Explain the words past, present, future.
- Identify and describe time relationships.
- Understand how clocks and calendars measure time.
- Compare and contrast life in schools today and in the past.
- Explain how some aspects of a community change over time while others stay the same.
- Compare and contrast places people work today with places they worked in the past.
- Compare and contrast clothes people wear today with clothes they wore in the past.
- Compare and contrast people's manners today with the past.
- Explain how inventions changed people's lives over time.
- Understand how people's lives were affected by the change in technology.
- Explain how the present is connected to the past.



Evidence of Learning

Summative Assessment: Chapter 4 Assessment: 1 period

Equipment Needed: myWorld Interactive Student Edition

Teacher Resources: myWorld Interactive Teacher Edition

Formative Assessments:

- Lesson 1 Check (student book page 117)
- Lesson 2 Check (student book page 123)
- Lesson 4 Check (student book page 135)



Lesson Plans

Lesson	Time Frame
Lesson 1 Measuring Time	40 minutes/2 days
Lesson 2 Schools and Communities Past and Present	40 minutes/2 days
Lesson 3 Changes in Technology and Transportation	40 minutes/2 days

Teacher Notes:

There are additional resources for these lessons on BrainPop Jr.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

BrainPop Jr. video: [Parts of a Clock](#)

BrainPop Jr. video: [Calendar and Dates](#)

BrainPop Jr. video: [School](#)

BrainPop Jr. video: [Transportation](#)

BrainPop Jr. video: [E-mail](#)



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Measuring Time	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation Literacy	☐ Critical Thinking and Problem Solving	☐ Information Literacy
☒ Life and Career Skills	☒ Communication and Collaboration	☐ Media Literacy
☐ ICT Literacy		

Interdisciplinary Connections: Language Arts and Math

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

Teacher laptop
 Whiteboard
 myWorld Interactive Student Edition
 myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the words past, present, future. - Identify and describe time relationships. - Understand how clocks and calendars measure time.	Lesson Sequence - Students will complete Jumpstart Activity: Make a chart with a partner. Write the words Day and Night at the top. Tell what you do during these times. - Teacher will introduce the following lesson vocabulary words: present, past, future, and calendar. - Class will read and discuss the sections: Talking About Time, A Clock Tells Time and A	- Reading Check p. 114 - Reading Check p. 115 - Reading Check p. 116 - Lesson 1 Check p. 117



Calendar Measures Time
(pages 114-116.)

4. Students will complete
Lesson 1 Check on p.
117.

Differentiation:

BL: Teacher will display a calendar and have students name the current month and point to the day today. Then in pairs, have students ask and answer questions such as: What day was yesterday? What day will tomorrow be?

AL: Teacher will provide students with a blank calendar page. Students will choose their favorite month and complete it with symbols to show special days and events.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Schools and Communities Past and Present	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation Literacy	☐ Critical Thinking and Problem Solving	☒ Information Literacy
☒ Life and Career Skills	☒ Communication and Collaboration	☐ Media Literacy
☐ ICT Literacy		

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

Teacher laptop
 Whiteboard
 myWorld Interactive Student Edition
 myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compare and contrast life in schools today and in the past. - Explain how some aspects of a community change over time while others stay the same.	Lesson Sequence - Students will complete Jumpstart Activity: Tell a partner what kindergarten was like. Tell how first grade is different. - Teacher will introduce the following lesson vocabulary words: history, century, and generation. - Class will read and discuss the sections: What Is History, Schools Past and Present and	- Reading Check p. 120 - Reading Check p. 121 - Reading Check p. 122 - Lesson 2 Check p. 123



	Communities Grow (pages 120-122.) 4. Students will complete Lesson 2 Check on p. 123.	
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Differentiation:

BL: Students will look closely at the pictures and make comparisons. Teacher will encourage students to use these sentence frames: In the past, _____. Today, _____.

AL: Students will look at the community pictures from the past and present. Teacher will encourage students to use complete sentences to describe how life has changed over time.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	Changes in Technology and Transportation	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

Teacher laptop
 Whiteboard
 myWorld Interactive Student Edition
 myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how inventions changed people's lives over time. - Understand how people's lives were affected by the change in technology. - Explain how the present is connected to the past.	Lesson Sequence - Students will complete Jumpstart Activity: Work with a partner. Make a list of things you use that make your life easier. - Teacher will introduce the following lesson vocabulary words: invention, technology, communicate, and transportation. - Class will read and discuss the sections: Inventions, Technology	- Reading Check p. 132 - Reading Check p. 133 - Reading Check p. 134 - Lesson 4 Check p. 135



- | | | |
|--|---|--|
| | and Transportation
(pages 132-134.)
4. Students will complete
Lesson 4 Check on p.
135. | |
|--|---|--|

Differentiation:

BL: Provide students with magazines, and have them cut out pictures of different types of transportation. Have them glue the pictures onto cards and label each one. Use the cards as flashcards or as a sorting activity to categorize transportation modes into past and present.

AL: Have students make an accordion book with illustrations that shows modes of travel, both past and present. Have them label their pictures.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 4: Life Today and Long Ago
Created :	1st Grade Team	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 5: One Nation, Many People
Unit Summary: Chapter 5 focuses on the big question: How do so many different people make one nation?					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	Students will unlock the big question through a step-by-step process. Students will first know what culture means, then learn about customs, traditions and celebrations. Students will also know how we are all part of the same community. Students will gain knowledge about American Indians as well as about how immigrants help define America. Finally, students will learn about what stories can teach us.				

Learning Targets

Standards:	6.1.2.HistorySE.1, 6.1.2.HistoryUP.2, 6.1.2.GeoHE.2, 6.1.2.GeoGI.2, LA.RI.1.1, LA.RI.1.4, SEL.PK-12.2.2, SEL.PK-12.3.2, 9.1.2.CR.1, 9.1.2.CR.2				
Content Statements:	• 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. • Immigrants come to New Jersey and to the United States for various reasons and have a major impact on the state and the nation. • Students will use digital tools to manage, evaluate, and synthesize information to solve problems individually and collaboratively, and to create and communicate knowledge. • Students will utilize various text features to learn new material and answer questions based on the knowledge presented. • Social Awareness • Cultural				
CPI#:	Cumulative Progress Indicator (CPI):				
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.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.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.2	Recognizes and identify the thoughts, feelings, and perspectives of others.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- How do so many different people make one nation?

Unit Enduring Understandings:

- Families and communities share different customs, holidays, celebrations, beliefs, languages, and traditions.
- Culture is expressed in various ways.
- We can learn about our nation's past and its culture through stories, including folk tales and legends.
- We are all part of American culture.
- Immigrants and American Indians contribute to our nation in many ways.

Unit Learning Targets:

- Explain and list basic needs.
- Describe the importance of culture and beliefs
- Understand that cultures have similarities and differences
- Understand how individual cultures have contributed to our nation's culture.
- Identify elements that make up culture, such as food, clothing, language and games.
- Distinguish between customs and traditions.
- Recognize that people and families have different customs and traditions.
- Describe and explain the importance of various beliefs, customs, celebrations, and traditions of people and families.
- Describe the importance of working together as a community or other group.
- Understand the country is made up of diverse cultures.
- Recognize the similarities and differences in groups.
- Explain that we all benefit when we understand people's differences.



Summative Assessment: 1 days

Equipment Needed: myWorld Interactive Student Edition

Teacher Resources: myWorld Interactive Teacher Edition

- Formative Assessments:**
- Lesson 1 Check Page 149
 - Lesson 2 Check Page 155
 - Critical Thinking Check Page 157
 - Lesson 3 Check Page 161

Lesson Plans

Lesson	Time Frame
Lesson 1 What is Culture?	40 minutes / 2 days
Lesson 2 Customs, Traditions, and Celebrations	40 minutes / 2 days
Lesson 3 Shared Culture	40 minutes / 2 days

Teacher Notes:
 There are additional resources for these lessons on BrainPop Jr.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

BrainPop Jr. video: [Winter Holidays](#)

BrainPop Jr. video: [Lunar New Year](#)



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: What is Culture? Time Frame: 40 minutes / 2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy
☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed: Laptop
 Projector
 myWorld Interactive Student Edition
 myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain and list basic needs. - Describe the importance of culture and beliefs - Understand that cultures have similarities and differences. - Understand how individual cultures have contributed to our nation's culture. - Identify elements that make up culture, such as food, clothing, language and games.	Lesson Sequence - Students will complete JumpStart activity by creating a list, with a partner, of things that all people need. - Teacher will introduce vocabulary terms: countries, culture, and beliefs. - Students will read and complete reading checks on pages 146-149. - Students will complete the Lesson Check on p. 149.	- Reading Check p. 146 - Reading Check p. 147 - Reading Check p. 148 - Lesson 1 Check p. 149



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Differentiation:

BL: Students will fold a sheet of paper into thirds. In each section, they will draw an example of food, shelter, and clothing that reflects their culture.

AL: Students will create an accordion book in which each section covers one aspect of their culture. They will draw a picture of themselves in connection to each aspect of culture.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Customs, Traditions, and Celebrations	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

Laptop
 Projector
 myWorld Interactive Student Edition
 myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Distinguish between customs and traditions. - Recognize that people and families have different customs and traditions. - Describe and explain the importance of various beliefs, customs, celebrations, and traditions of people and families.	Lesson Sequence - Students will complete JumpStart activity by telling a partner about their favorite family celebration. - Teacher will introduce vocabulary terms: custom, and ceremony. - Students will read and complete reading checks on pages 150-155. - Students will complete the Lesson Check on p. 155.	- Reading Check p. 150 - Reading Check p. 153 - Reading Check p. 154 - Lesson 2 Check p. 155 - Critical Thinking Check p. 157



- | | | |
|--|---|--|
| | 5. Students will read
“Compare Points of View”
on p. 156 and complete
“Your Turn” on p. 157. | |
|--|---|--|

Differentiation:

BL: Students will point to each picture and state the person’s point of view using sentence frames.

AL: Students will point to each picture and state the person’s point of view while also stating evidence to support their thinking.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Shared Culture Time Frame: 40 minutes/2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy

☐ Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

Laptop
 Projector
 myWorld Interactive Student Edition
 myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the importance of working together as a community or other group. - Understand the country is made up of diverse cultures. - Recognize the similarities and differences in groups. - Explain that we all benefit when we understand people's differences.	Lesson Sequence - Students will complete JumpStart activity by acting out how they work together with friends. - Teacher will introduce vocabulary terms: goals, diverse, benefit, and succeed. - Students will read and complete reading checks on pages 158-161. - Students will complete the Lesson Check on p. 161.	- Reading Checks p. 159 - Reading Check p. 161 - Lesson 3 Check p. 161



Differentiation:

BL: Students will make a list of places or events in their community where they can share music, dance, food, and other things from different cultures. They can use a local newspaper for ideas.

AL: Students will write a list of places and events in their own community where they share another culture. Students should add information to each item that helps how other culture is shared.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 5: One Nation, Many People
Created :	1st Grade Team	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 6: Work in the Community
Unit Summary: Chapter 6 focuses on the big question: How do people get what they need?					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Chapter 6 focuses on the big question: How do people get what they need? The students will learn that people need to exchange goods and services to get what they need. They will also learn that producers make goods and provide services, and consumers buy goods and services. Finally, in chapter 6, students will learn that limited resources means that people must make choices as we spend, save and donate money.				

Learning Targets

Standards:	6.1.2.EconET.1, 6.1.2.EconEM.1, 6.1.2.EconEM.2, 6.1.2.EconEM.3, 6.1.2.EconNE.2, LA.RI.1.1, LA.RI.1.5, SEL.PK-12.4.2, 9.1.2.FP.1, 9.1.2.FP.2, 9.1.2.FP.3, 9.1.2.PB.1, 9.1.2.PB.2				
Content Statements:	• 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. • Creativity and innovation affect lifestyle, access to information and the creation of new products and services. • Students will use digital tools to manage, evaluate, and synthesize information to solve problems individually and collaboratively, and to create and communicate knowledge. • Students will utilize various text features to learn new material and answer questions based on the knowledge presented. • Relationship skills • Cultural				
CPI#:	Cumulative Progress Indicator (CPI):				
6.1.2.EconET.1	Explain the difference between needs and wants.				
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).
6.1.2.EconNE. 2	Describe examples of goods and services that governments provide.
LA.RI.1.1	Ask and answer questions about key details in a text
LA.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.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
9.1.2.FP.2	Differentiate between financial wants and needs.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2	Explain why an individual would choose to save money.

Unit Essential Question

- How do people get what they need?

Unit Enduring Understandings:

- People exchange goods and services to get what they need.
- Producers make goods and provide services. Consumers buy goods and services.
- Limited resources means that we must make choices as we spend, save, and donate money

Unit Learning Targets:

Students will....

- Describe what a need is.
- Describe what a want is.
- Explain why we make choices.
- Distinguish between a want and a need.
- Explain why people use money.
- Identify goods.
- Identify services.
- Distinguish between goods and services.
- Identify goods and services used at home, at school, and in the community.
- Know who producers are.
- Know who consumers are.
- Understand the relationship between producers and consumers.
- Understand how producers market their goods.
- Explain that a budget is a plan for how to use your money
- Learn how to make a budget



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Explain the difference between a want and a need
- Identify examples of goods and services
- Learn about the jobs people do at home.
- Learn about jobs in the community.
- Learn about jobs at school.
- Learn how goods are transported in the community and from faraway places.



Evidence of Learning

Summative Assessment:	1 period
Equipment Needed:	myWorld Interactive Student Edition
Teacher Resources:	myWorld Interactive Teacher Edition

Formative Assessments:

- Lesson 1 Check (student book page 189)
- Lesson 2 Check (student book page 193)
- Lesson 4 Check (student book page 203)

Lesson Plans

Lesson	Time Frame
Lesson 1 Needs, Wants, and Choices	40 minutes/2 days
Lesson 2 Good and Services	40 minutes/2 days
Lesson 3 We Spend, Budget, and Save	40 minutes/2 days

Teacher Notes:

There are additional resources for these lessons on BrainPop Jr.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

BrainPop Jr. video: [Needs and Wants](#)

BrainPop Jr. video: [Goods and Services](#)

BrainPop Jr. video: [Saving and Spending](#)



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Needs, Wants, and Choices	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts and Math

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

Teacher laptop
 Whiteboard
 myWorld Interactive Student Edition
 myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe what a need is. - Describe what a want is. - Explain why we make choices. - Distinguish between a want and a need. - Explain why people use money.	Lesson Sequence - Students will complete Jumpstart Activity: Act out something you would like to have. Have a partner guess what it is. - Teacher will introduce the following lesson vocabulary words: <i>needs, wants, and choice</i>. - Class will read and discuss the sections: People Have Needs, People Have Wants and Making Choices (pages 186-189.) - Students will complete Lesson 1 Check on p. 189.	- Reading Check p. 187 - Reading Check p. 189 - Lesson 2 Check p. 189



Differentiation:

BL: Students will be given sentence frames such as I need _____ because _____; I want _____ because _____.

AL: Students will cut out pictures from magazines to show things people need and want.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Good and Services	Time	40 minutes/2
				Frame:	days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts and Math

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify goods. • Identify services. • Distinguish between goods and services. • Identify goods and services used at home, at school, and in the community.	Lesson Sequence 1. Students will complete Jumpstart Activity: Tell a partner what you use to help make your favorite meal. 2. Teacher will introduce the following lesson vocabulary words: goods and services. 3. Class will read and discuss the sections: Goods at Home, Goods in School and the Community, School and Community Services (pages 190-193).	• Reading Check p. 190 • Reading Check p. 191 • Reading Check p. 192 • Lesson 2 Check p. 193



- | | | |
|--|---|--|
| | 4. Students will complete Lesson 2 Check on p. 193. | |
|--|---|--|

Differentiation:

BL: Students will role-play how goods are made and then sent and sold at a market.

AL: Students will choose a good (such as paper towels) and then write sentences about who produces the good, how it gets to market and which consumers buy the good.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	We Spend, Budget, and Save	Time Frame:	40 minutes/2 days
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Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts and Math

Integration of Technology:

[Savvas Realize](#)
[BrainPOP Jr.](#)

Equipment Needed:

- Teacher laptop
- Whiteboard
- myWorld Interactive Student Edition
- myWorld Interactive Teacher Edition

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain that a budget is a plan for how to use your money. • Learn how to make a budget. • Explain the difference between a want and a need. • Identify examples of goods and services.	Lesson Sequence 1. Students will complete Jumpstart Activity: Make up a story about the people in the picture on p. 200. Share it with a partner. 2. Teacher will introduce the following lesson vocabulary words: spend, budget, donate, and save. 3. Class will read and discuss the sections: Spending Money, Making a Budget, and Saving Money (pages 200-202).	• Reading Check p. 201 • Lesson 4 Check p. 203



- | | | |
|--|---|--|
| | 4. Students will complete Lesson 4 Check on p. 203. | |
|--|---|--|

Differentiation:

BL: Students will draw a picture of something they want and then discuss with a partner how they will get what they want.

AL: Students will draw a picture and write about something they want. Then they will create a budget to show how they will save up for it.

Resources Provided:

- myWorld Interactive Teacher Edition
- myWorld Interactive Student Edition
- BrainPOP Jr. subscription



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	1	Unit Title:	Chapter 6: Work in the Community
Created :	1st Grade Team	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.