

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

Introduction:

Students in 1st Grade will complete 6 units in Social Studies. All units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Original Adoption: August 16, 2022

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

Created By: Julie Oldham

Revised On:

Revised By:

Recommended Pacing Guide

Unit 1: Rights and Responsibilities of Citizens	30 Days
Unit 2: Geography of the Community	30 Days
Unit 3: Symbols and Traditions of the U.S.	30 Days
Unit 4: Life Today and Long Ago	30 Days
Unit 5: One Nation, Many People	30 Days

Unit 1: Rights and Responsibilities of Citizens

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know how to be a good citizen..
- Know about my rights and responsibilities.
- Know about rules and laws that we follow.
- Know who leaders are and how they help us.
- Know how government helps us.
- Know how we choose our leaders.

New Jersey Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

<p>characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <ul style="list-style-type: none"> 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 	
<ul style="list-style-type: none"> Primary Interdisciplinary Connections: https://www.nj.gov/education 	
Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> Teacher observation Warm-up Responses Reading Check 	Alternative Assessments: <ul style="list-style-type: none"> Unit Projects Vocabulary Practice Games QUEST Connections QUEST Findings
Summative Assessments: <ul style="list-style-type: none"> Lesson Quizzes Chapter Assessments 	Benchmark Assessments: <ul style="list-style-type: none"> Beginning of Year SGO Mid-year SGO End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> 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. 	Essential Question: <ul style="list-style-type: none"> Who is responsible for making and enforcing rules?
Core Instructional & Supplemental Materials	
Activities/Resources/Materials:	Varied Levels of Text:

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

<ul style="list-style-type: none"> ● Smartboard ● Chromebooks ● Google Applications ● Websites ● Time For Kids ● National Geographic for Kids ● Paper and Pencils <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> ● Five Bold Freedom Fighters by Wade Hudson ● The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo ● Coming On Home Soon by Jaqueline Woodson ● Follow the Drinking Gourd by Jeanette Winter 	<ul style="list-style-type: none"> ● Below level: <i>Being a Good Citizen</i> ● On Level: <i>The Importance of Rules</i> ● Advanced: <i>Rights and Responsibilities of Citizens</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> ● <i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow. ● <i>Vote!</i> By Eileen Christelow ● <i>A Very Important Day</i> by Maggie Rugg Herold ● <i>La Mariposa</i> by Francisco Jimenez <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> ● A Picture Book of Anne Frank by David A. Adler ● Who was Anne Frank? by Ann Abramson
--	--

Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide extended time ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Provide written directions with models and diagrams when possible ● Build in more group work to allow ELL students to interact and communicate with peers ● Collaborate with language professionals and ESL teachers ● Implement pre-reading strategies such as picture walks or topic discussions ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Utilize visual charts/cues ● Display a word wall with current academic vocabulary in each subject ● Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson. ● Allow the use of audio books when appropriate. ● Allow the use of text to speech technology when appropriate. ● Utilize translation technology when appropriate.

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 2: Geography of the Community

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know how to talk about relative location.
- Know how to talk about absolute location.
- Know about maps and models.
- Know how to identify land and water on a globe and map.
- Know how weather, location, and the environment affect the way people live.

New Jersey Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

• **Primary Interdisciplinary Connections:**

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

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Warm-up Responses
- Reading Check

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections
- QUEST Findings

Summative Assessments:

- Lesson Quizzes
- Chapter Assessments

Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- Maps are simple representations and globes are models of places on Earth.

Essential Question:

- What is the world like?

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- The world is made up of different physical characteristics such as land, bodies of water, natural resources and weather.
- Humans interact with, and have an impact on, the environment, and the environment affects how and where people live.
- The human characteristics of places such as shelter clothing, food and activities are based upon geographic location.

Core Instructional & Supplemental Materials

Activities/Resources/Materials:

- Smartboard
- Chromebooks
- Google Applications
- Websites
- Time For Kids
- National Geographic for Kids
- Paper and Pencils

Suggested Amistad Resources:

- Five Bold Freedom Fighters by Wade Hudson
- The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo
- Coming On Home Soon by Jaqueline Woodson
- Follow the Drinking Gourd by Jeanette Winter

Varied Levels of Text:

- Below Level: *Getting Around School*
- On Level: *Mapping the School*
- Advanced: *Getting to Know Our Environment*

Suggested Reading:

- *Maps and Globes* by Jack Knowlton
- *Me on the Map* by Joan Sweeney
- *One World, One Day* by Barbara Kerley
- *Houses and Homes* by Ann Morris
- *People Everywhere* by Paul Humphrey

Suggested Holocaust Resources:

- A Picture Book of Anne Frank by David A. Adler
- Who was Anne Frank? by Ann Abramson

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 3: Symbols and Traditions of the United States

Duration: 30 Days

Student Objectives/Learning Standards

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

The student will:

- Know why the United States flag is important.
- Know about important American symbols.
- Know about important American documents.
- Know about important American songs.
- Know about important American heroes.
- Know about important national holidays.

New Jersey Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Primary Interdisciplinary Connections:

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

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

Formative Tasks: <ul style="list-style-type: none"> • Teacher observation • Warm-up Responses • Reading Check 	Alternative Assessments: <ul style="list-style-type: none"> • Unit Projects • Vocabulary Practice Games • QUEST Connections • QUEST Findings
Summative Assessments: <ul style="list-style-type: none"> • Lesson Quizzes • Chapter Assessments 	Benchmark Assessments: <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-year SGO • End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • 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' freedoms and laws. 	Essential Question: <ul style="list-style-type: none"> • What does it mean to be American?
Core Instructional & Supplemental Materials	
Activities/Resources/Materials: <ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • Time For Kids • National Geographic for Kids • Paper and Pencils Suggested Amistad Resources: <ul style="list-style-type: none"> • Five Bold Freedom Fighters by Wade Hudson • The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo • Coming On Home Soon by Jaqueline Woodson 	Varied Levels of Text: <ul style="list-style-type: none"> • Below Level: <i>Learning About Holidays</i> • On Level: <i>Why Do We Celebrate?</i> • Advanced: <i>The Background Behind Our Holidays.</i> Suggested Reading: <ul style="list-style-type: none"> • <i>The American Flag</i> by Elaine Landau • <i>The Statue of Liberty</i> by Lucille Recht Penner • <i>The National Anthem</i> by Patricia Ryon Quiri • <i>Riding to Washington</i> by Gwenyth Swain Suggested Holocaust Resources: <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- Follow the Drinking Gourd by Jeanette Winter

Accommodations/Modifications

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

Unit 4: Life Today and Long Ago

Duration: 30 Days

Student Objectives/ Learning Standards

The student will:

- Know ways to measure time.
- Know how schools and communities have changed over time and how they have stayed the same.
- Know how daily life has changed over time and how it has stayed the same.
- Know how technology and transportation have changed over time.

New Jersey Student Learning Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

• **Primary Interdisciplinary Connections:**

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

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & Design Thinking:

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. 9.4.2.TL.7: Describe

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

the benefits of collaborating with others to complete digital tasks or develop digital artifacts.	
Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> • Teacher observation • Warm-up Responses • Reading Check 	Alternative Assessments: <ul style="list-style-type: none"> • Unit Projects • Vocabulary Practice Games • QUEST Connections • QUEST Findings
Summative Assessments: <ul style="list-style-type: none"> • Lesson Quizzes • Chapter Assessments 	Benchmark Assessments: <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-year SGO • End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • We measure time with clocks and calendars. • Some aspects of schools and communities stay the same over time, but aspects change. • Technology, transportation and ways to communicate have changed over time. 	Essential Question: <ul style="list-style-type: none"> • How does life change throughout history?
Core Instructional & Supplemental Materials	
Activities/Resources/Materials: <ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • Time For Kids • National Geographic for Kids • Paper and Pencils Suggested Amistad Resources: <ul style="list-style-type: none"> • Five Bold Freedom Fighters by Wade Hudson 	Varied Levels of Text: <ul style="list-style-type: none"> • Below Level: <i>How Life Used to Be</i> • On Level: <i>What Was Life Like Before?</i> • Advanced: <i>How Life Has Changed Over Time</i> Suggested Reading: <ul style="list-style-type: none"> • <i>Pelle's New Suit</i> by Elsa Beskow • <i>Schools: Then and Now</i> by Robin Nelson • <i>My Great-Aunt Arizona</i> by Gloria Houston and Susan Condie Lamb • <i>Century Farm: One Hundred Years on a Family Farm</i> by Cris Peterson Suggested Holocaust Resources:

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- | | |
|---|--|
| <ul style="list-style-type: none">• The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo• Coming On Home Soon by Jaqueline Woodson• Follow the Drinking Gourd by Jeanette Winter | <ul style="list-style-type: none">• A Picture Book of Anne Frank by David A. Adler• Who was Anne Frank? by Ann Abramson |
|---|--|

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 5: One Nation, Many People

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know what culture means.
- Know about customs, traditions and celebrations.
- Know how we are all part of the same community.
- Know about American Indians.
- Know about how immigrants help define America.
- Know about what stories teach us.

New Jersey Student Learning Supporting Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

- **Primary Interdisciplinary Connections:**

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

ELA:

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

resource.

- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

- **Primary Interdisciplinary Connections:**

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

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Warm-up Responses
- Reading Check

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections
- QUEST Findings

Summative Assessments:

- Lesson Quizzes
- Chapter Assessments

Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

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.

Essential Question:

- How do so many people make one nation?

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

Core Instructional & Supplemental Materials	
<p>Activities/Resources/Materials:</p> <ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • Time For Kids • National Geographic for Kids • Paper and Pencils <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • Five Bold Freedom Fighters by Wade Hudson • The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo • Coming On Home Soon by Jaqueline Woodson • Follow the Drinking Gourd by Jeanette Winter 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Below Level: <i>Sharing Our Culture</i> • On Level: <i>What Makes Our Culture Special?</i> • Advanced: <i>A Time Capsule for the Future</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Everybody Cooks Rice</i> by Norah Dooley • <i>Whoever You Are</i> by Mem Fox • <i>Jouanah: A Hmong Cinderella</i> by Jewell Reinhart Coburn and Tzexa Cherta Lee • <i>Madlenka</i> by Peter Sis <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson
Accommodations/Modifications	

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
 - Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 6: Work in the Community

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Know how to choose between needs and wants.
- Know what goods and services are.
- Know who producers and consumers are.
- Know how people spend and save money.
- Know that people work at jobs.

New Jersey Student Learning Supporting Standards:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

• **Primary Interdisciplinary Connections:**

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

ELA:

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

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

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade

Content Area: Social Studies

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Warm-up Responses
- Reading Check

Alternative Assessments:

- Unit Projects
- Vocabulary Practice Games
- QUEST Connections
- QUEST Findings

Summative Assessments:

- Lesson Quizzes
- Chapter Assessments

Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

Enduring Understandings: <ul style="list-style-type: none"> • 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. 	Essential Question: <ul style="list-style-type: none"> • How do people get what they need?
Core Instructional & Supplemental Materials	
Activities/Resources/Materials: <ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • Time For Kids • National Geographic for Kids • Paper and Pencils Suggested Amistad Resources: <ul style="list-style-type: none"> • Five Bold Freedom Fighters by Wade Hudson • The Drinking Gourd: A Story of the Underground Railroad by F.N. Monjo • Coming On Home Soon by Jaqueline Woodson • Follow the Drinking Gourd by Jeanette Winter 	Varied Levels of Text: <ul style="list-style-type: none"> • Below Level: <i>How to Make Decisions</i> • On Level: <i>Weighing Costs and Benefits</i> • Advanced: <i>Making the Best Decisions</i> Suggested Reading: <ul style="list-style-type: none"> • <i>The Go-Around Dollar</i> by Barbara Adams and Joyce Zairns • <i>The Giant Hug</i> by Sandra Horning • <i>Rock, Brock and the Savings Shock</i> by Sheila Bair • <i>The Tortilla Factory</i> by Gary Paulsen Suggested Holocaust Resources: <ul style="list-style-type: none"> • A Picture Book of Anne Frank by David A. Adler • Who was Anne Frank? by Ann Abramson

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
 - Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills

Long Beach Island Consolidated School District Curriculum Guide

Grade: First Grade	Content Area: Social Studies
---------------------------	-------------------------------------

- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.