

**Grade 1**  
**Social Studies**  
**Curriculum**

**1st Grade: Pacing Guide**

<b>Units</b>	<b>Recommended Length of Unit</b>
Unit 1: Civics, Government, & Human Rights	12 Weeks
Unit 2: Geography, People, and the Environment	10 Weeks
Unit 3: Economics, Innovation, & Technology	8 weeks
Unit 4: History, Culture, and Perspectives	10 Weeks

# Unit 1: Civics, Government, & Human Rights

Trimester: 1

Recommended Instructional Days: 12 weeks

## NJSLS - United States History: America in the World 6.1

**Disciplinary Strand:** Civics, Government, and Human Rights

**Disciplinary Concept:**

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

## NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Civics, Government, and Human Rights
- **Disciplinary Concept:** Participation and Deliberation

## Essential Questions

*(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)*

1. What is a community?
2. In what ways can we help our community?
3. Why are rules and laws important?
4. How can we treat all people fairly?

# NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

## Disciplinary Concept: Civic Responsibility

<u>Core Ideas</u>	<u>Performance Expectations</u>
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"><li>• <b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classroom, school and community.</li><li>• <b>9.1.2.CR.2:</b> List ways to give back, including making donations, volunteering, and starting a business.</li></ul>

## Disciplinary Concept: Creativity and Innovation

<u>Core Ideas</u>	<u>Performance Expectations</u>
Brainstorming can create new, innovative ideas.	<ul style="list-style-type: none"><li>• <b>9.4.2.CI.1:</b> Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li></ul>

## Career Readiness, Life Literacies, & Key Skills

### Practices:

- Act as a responsible and contributing community member and employee.
- Model integrity, ethical leadership and effective management
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them.

## Knowledge and Skills

### (Core Ideas)

Students will know....

### (Performance Expectations)

Students will be able to...

Local community and government leaders have roles and responsibilities to provide services for their community members.

- **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.

The actions of individuals and government affect decisions made for the common good.

- **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.

When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).

- **6.1.2.CivicsDP.3** Explain how historical symbols, monuments and **holidays** reflect the shared values, principles, and beliefs of the American identity.

Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.

- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Processes and rules should be fair, consistent, and respectful of the human rights of all people.

- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Certain character traits can help individuals become productive members of their community.

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

When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.

- **6.3.2.CivicsPD.1:** With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

## Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text.
2. As a class, brainstorm fair rules to create a “**class constitution**.” Discuss with students why the rules are fair or unfair. Teacher’s can extend activity to other situations such as the lunchroom, hallway, or playground to further the discussion.
3. Student will write a **first person narrative** describing how they can help/have helped their community.
4. “**Conversation Circles**” where students can develop speaking & listening skills related to relevant texts, videos, photographs, documents related to unit. Discuss themes of fairness, diversity, equality, respect, tolerance and acceptance.
5. Explore historic symbols, monuments, and holidays connected to American identity. Students will create artwork or presentations about the symbols, monuments, and/or holidays discussed.
6. Create “**community member**” characters with students (*ex: mayor, town council, first responder, teacher, public works employees, other citizens*). In complete sentences, students will describe the character’s role and responsibilities in the community.
7. Read and discuss: **All Are Welcome** by Alexandra Penfold .
8. Read and discuss: **Alma and How She Got Her Name** by Juana Martinez-Neal.
9. Read and discuss: **Sparkle Boy** by Leslea Newman

### Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

### Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

## Resources

- BrainPop Junior
- Time for Kids (Grades K-1)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- **All Are Welcome** by Alexandra Penfold
- **Alma and How She Got Her Name** by Juana Martinez-Neal
- **Sparkle Boy** by Leslea Newman

## Social Studies Practices

- Developing Questions and Planning Inquiry
- Seeking Diverse Perspectives
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

*\*See page 22 for additional detail\**

## Social-Emotional Learning Competencies

- Social Awareness
- Responsible Decision Making
- Relationship Skills

*\*See page 23 for sub-competencies\**

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: N.J.S.A. 18A 52:16A-88	x	Holocaust Law: N.J.S.A. 18A:35-28	x	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	x	Diversity & Inclusion: N.J.S.A. 18A:35-4.36a	x	Standards in Action: Climate Change
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# Unit 2: Geography, People, and the Environment

Trimester: 2

Recommended Instructional Days: 10 weeks

## NJSLS - United States History: America in the World 6.1

**Disciplinary Strand:** Geography, People, and the Environment

**Disciplinary Concept:**

- Spatial Views of the World (SV)
- Human Population Patterns (PP)
- Human Environment Interaction (HE)
- Global Interconnections (GI)

## NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Geography, People and the Environment:
- **Disciplinary Concept:** Global Interconnections

## **Essential Questions**

*(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)*

1. How does our environment affect how we live?
2. How do people affect their environment?
3. Why are maps useful?



# NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

## Disciplinary Concept: Critical Thinking & Problem Solving

<u>Core Ideas</u>	<u>Performance Expectations</u>
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<ul style="list-style-type: none"><li>• <b>9.4.2.CT.1:</b> Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</li></ul>

## Disciplinary Concept: Digital Citizenship

<u>Core Ideas</u>	<u>Performance Expectations</u>
Young people can have a positive impact on the natural world in the fight against climate change	<ul style="list-style-type: none"><li>• <b>9.4.2.DC.7:</b> Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</li></ul>

## Career Readiness, Life Literacies, & Key Skills

### Practices:

- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Act as a responsible and contributing community members and employees

## Knowledge and Skills

### (Core Ideas)

Students will know....

### (Performance Expectations)

Students will be able to...

Physical and human characteristics affect where people live (settle).

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

A map is a symbolic representation of selected characteristics of a place.

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

Geographic data can be used to identify cultural and environmental characteristics of places

- **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

Environmental characteristics influence the how and where people live.

- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.4:** Investigate the relationship between the physical environment of a place and the economic activities found there.

Global interconnections occur between human and physical systems across different regions of the world

- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.

Global interconnections occur between human and physical systems across different regions of the world.

- **6.3.2.GeoGI.1:** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

## Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text.
2. Create & label map of classroom, school, and/or key places in community (ex: fire drill routes, relocation drill route, main office, nurse, bathroom, cafeteria, etc)
3. School Map Scavenger Hunt: Use a map to locate items, places, people in classroom or school.
4. Investigate how climate change is affecting our world today. Create an action plan to help our environment. Encourage students to use sequencing/order of events phrases to describe their action plans. (Example: First...Next...Finally, etc)
5. Use visual aids/photographs of various environments around the world. Make inferences about the climate, economy, people of the areas represented (Google Earth can be useful for this)
6. Read and discuss: ***We Are The Water Protectors*** by Carole Lindstrom.
7. Read and discuss: ***Me on the Map*** by Joan Sweeney.
8. Read and discuss: *Wangari's Trees of Peace* by Jeanette Winter

### Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

### Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

## Resources

- BrainPop Junior
- Time for Kids (Grades K-1)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- Google Maps/Earth
- *We Are The Water Protectors* by Carole Lindstrom
- *Me on the Map* by Joan Sweeney.
- [National Geographic Elementary Map Skills](#)

## Social Studies Practices

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Developing Claims and Using Evidence
- Taking Informed Action

## Social-Emotional Learning Competencies

- Self-Awareness
- Responsible Decision Making

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
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# Unit 3: Economics, Innovation, & Technology

Trimester: 2-3

Recommended Instructional Days: 8 weeks

## NJSLS - United States History: America in the World 6.1

Disciplinary Strand: *Economics, Innovation, & Technology*

Disciplinary Concept:

- Economic Ways of Thinking (ET)
- Exchanges and Markets (EM)
- National Economy (NE)
- Global Economy (GE)

## NJSLS - Active Citizenship in the 21st Century 6.3

- Disciplinary Strand:
- Disciplinary Concept:

### Essential Questions

*(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)*

1. What is the difference between a need and a want?
2. How do people earn money?
3. How does the government help people?

# NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

## Disciplinary Concept: Financial Psychology

<u>Core Ideas</u>	<u>Performance Expectations</u>
There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.	<ul style="list-style-type: none"><li>• <b>9.1.2.FP.1:</b> Explain how emotions influence whether a person spends or saves</li></ul>
External factors can influence the items that an individual wants or needs	<ul style="list-style-type: none"><li>• <b>9.1.2.FP.2:</b> Differentiate between financial wants and needs.</li><li>• <b>9.1.2.FP.3:</b> Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</li></ul>

## Career Readiness, Life Literacies, & Key Skills

### Practices:

- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Utilize critical thinking to make sense of problems and persevere in solving them.

## Knowledge and Skills

### (Core Ideas)

Students will know....

### (Performance Expectations)

Students will be able to...

Individuals make decisions based on their needs, wants, and the availability of resources.

- **6.1.2.EconET.1:** Explain the difference between needs and wants.
- **6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce.

Limited resources influence choices.

- **6.1.2.EconET.3:** Describe how supply and demand influence price and output of products.

Goods and services are produced and exchanged in multiple ways.

- **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.

Governments play an economic role in the lives of individuals and communities.

- **6.1.2.EconNE.2:** Describe examples of goods and services that governments provide.

There are benefits to trading goods and services with other countries.

- **6.1.2.EconGE.1:** Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

## Suggested Activities

- Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text.
- Create a **t-chart** as a class of needs and wants students encounter on a daily basis. Lead discussion about what a “want” and “need” is. Teacher may use pictures to represent items that are needs & wants and place on a large piece of chart paper.
- Examine the services our local government provides its citizens. Discuss why these services are important to our community functioning successfully.
- Write a **persuasive review** to encourage people to make smart and responsible financial decisions. Example: Why people should save their money; Why people should create a budget.
- Read and discuss: *You Can't Buy a Dinosaur With A Dime* by Harriet Zeifert (available on Epic!)

### Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

### Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

## Resources

- BrainPop Junior
- Time for Kids (Grades K-1)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- *You Can't Buy a Dinosaur With A Dime* by Harriet Zeifert



## Social Studies Practices

- Developing Questions and Planning Inquiry
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations

## Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Responsible Decision Making

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
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# Unit 4: History, Culture, and Perspectives

Trimester: 3

Recommended Instructional Days: 10 weeks

## NJSLS - United States History: America in the World 6.1

Disciplinary Strand: History, Culture, and Perspectives

Disciplinary Concept:

- Continuity and Change (CC)
- Understanding Perspectives (UP)
- Historical Sourcing and Evidence (SE)
- Claims and Argumentation (CA)

## NJSLS - Active Citizenship in the 21st Century 6.3

- Disciplinary Strand: Civics, Government, and Human Rights
- Disciplinary Concept: Participation and Deliberation

## Essential Questions

*(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)*

1. What is a culture?
2. How do our beliefs, traditions, and values make us unique?
3. How does understanding the past help us learn about our world today?

# NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

## Disciplinary Concept: Global and Cultural Awareness

<u>Core Ideas</u>	<u>Performance Expectations</u>
Individuals from different cultures may have different points of view and experiences.	<ul style="list-style-type: none"><li>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li></ul>

## Disciplinary Concept: Information and Media Literacy

<u>Core Ideas</u>	<u>Performance Expectations</u>
A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	<ul style="list-style-type: none"><li>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 (e.g., 6.3.2.GeoGI.2, 6.1.2.History SE.3, W.2.6, 1-LSI-2).</li></ul>

## Career Readiness, Life Literacies, & Key Skills

### Practices:

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

## Knowledge and Skills

### (Core Ideas)

Students will know....

### (Performance Expectations)

Students will be able to...

Historical timelines put events in chronological order to help people understand the past.

- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history

Understanding the past helps to make sense of the present.

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

Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

The nature of history involves stories of the past preserved in a variety of sources.

- **6.1.2.History.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.

When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.

- **6.3.2.CivicsPD.1:** With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

## Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text.
2. Write and illustrate a **personal narrative** about a tradition that represents your culture. Students will share their traditions in small groups.
3. Write a **persuasive review** about folk heroes, stories, songs, and other relevant texts related to our unit. Encourage students to reflect on how these texts teach us about the past.
4. Create **timelines** of key historical figures, events, and places related to our community. Encourage students to practice verbs that imply past, present, and future.
5. Read and Discuss ***Lailah's Lunchbox: A Ramadan Story*** by Reem Faruqi
6. Incorporate grade-level Holocaust/Genocide lessons provided by the New Jersey Commission on Holocaust Education. (see link provided under "resources")

### Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

### Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

## Resources

- BrainPop Junior
- Time for Kids (Grades K-1)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- ***Lailah's Lunchbox: A Ramadan Story*** by Reem Faruqi
- Teaching about the Holocaust using UDL (click [here!](#))

## Social Studies Practices

- Seeking Diverse Perspectives
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions

## Social-Emotional Learning Competencies

- Self-Awareness
- Social Awareness
- Relationship Skills

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# Modifications & Accommodations Chart

## IEP's/504's

- Preferential seating
- Use of technology
- Audio books/texts
- Text-to-speech
- Provide class notes
- Extended time
- Repeat directions
- Redirection
- Visual aids/graphic organizers
- Provide word banks
- Modify class assignments & assignments for length and difficulty

## English Language Learners

- Use of technology
- Text-to-speech
- Audio books/texts
- Word banks
- Reference sheets
- Model assignments
- Small groups/peer partners
- Bilingual dictionary/translation
- Visual aids
- Graphic organizers
- Modified assignments

## RTI

- Provide verbal & written instructions
- Preferential seating
- Flexible seating
- Use of technology
- Text-to-speech
- Audio books/texts
- Extended time
- Provide visual aids & graphic organizers
- Chunk assignments into more manageable tasks
- Small groups/peer partners
- Provide class notes
- Allow breaks

## Gifted & Talented

- Tiered assignments
- Choice boards
- Ability grouping
- Provide independent learning opportunities
- Use of learning centers
- Higher Level Questioning
- Independent Research/Inquiry

# Social Studies Practices

*The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).*

<b><u>Practice</u></b>	<b><u>Description</u></b>
<b>Developing Questions and Planning Inquiry</b>	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
<b>Gathering and Evaluating Sources</b>	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world
<b>Seeking Diverse Perspectives</b>	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
<b>Developing Claims and Using Evidence</b>	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
<b>Presenting Arguments and Explanations</b>	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
<b>Engaging in Civil Discourse and Critiquing Conclusions</b>	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
<b>Taking Informed Action</b>	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.





# New Jersey Social and Emotional Learning Competencies and Sub-Competencies



## Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



## Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



## Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



## Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



## Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed