

Unit 1: My Town and My Community

Grade Level: 1st grade

Length of Unit: 3-4 weeks

Unit Rationale:

A community is a functioning group of individuals and it is important for students to know the different roles that individuals play within the community, but also the roles that they have as students. A fundamental rule of civics is that citizens must work together to solve problems and students will model this to help grow their comprehension as citizens of the community, country and world.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- a town is a community working together to help its citizens.
- communities make rules to benefit the citizens.
- every citizen plays an important role within the community.
- the Bernardsville, Far Hills, Peapack Gladstone community is both similar and different from other communities.

Essential Questions:

- How can different community members help play a role in their town?
- What roles do we need to have to create a functioning community?
- What role do you (the student) play in the community?

Content:

Students will know...

- name community helpers, tools they use, and explain their role (fireman, police officer, teacher, postman, mayor, etc.)
- find locations in the community
- map their community
- rules of a town community
- how the rules of the community are created
- how a community works together to solve problems
- role that banks and money play in a community.

Skills:

Students will be able to...

- explain the purpose of different rules inside and outside of school.
- compare and contrast different communities.
- locate different landmarks on a map.
- describe how people have tried to improve their communities over time.

NJ Student Learning Standards

https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council)
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.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.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.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
- 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).
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
- 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

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

- D1.5.K-2 - Determine the kinds of sources that will be helpful in answering compelling and supporting questions.
- D1.1.K-2 - Explain why the compelling question is important to the student.
- D1.3.K-2 - Identify facts and concepts associated with a supporting question.
- D1.4 K-2 - Make connections between supporting questions and compelling questions.
- D2.Civ.1.K-2 - Describe roles and responsibilities of people in authority.
- D2 Civ.2.K-2 - Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.3K-2 - Explain the need for and purposes of rules in various settings inside and outside of school.
 D4.7.K-2 - Identify ways to take action to help address local, regional, and global problems.
 D2.Geo.1.K-2 - Construct maps, graphs, and other representations of familiar places.
 D2.Geo.2.K-2 - Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
 D2.Geo.3.K-2 - Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
 D2.Geo.4.K-2 - Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
 D2.Geo.5.K-2 - Describe how human activities affect the cultural and environmental characteristics of places or regions.
 D2.Geo.6.K-2 - Identify some cultural and environmental characteristics of specific places.
 D2.Civ.11.K-2 - Explain how people can work together to make decisions in the classroom.
 D2.Civ.12.K-2 - Identify and explain how rules function in public (classroom and school) settings.
 D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.
 D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.
 D2.Eco.6.K-2. Explain how people earn income.
 D2.Eco.9.K-2. Describe the role of banks in an economy.
 D2.Eco.10.K-2. Explain why people save.
 D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

DI.K-2.10

AC.K-2.20 I

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

•9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Consider the environmental, social and economic impacts of decisions
3. Plan education and career paths aligned to personal goals

Connected Careers:

Review the list below. Keep (or add) 1-2 applicable careers connected to this unit.

Anthropologist, Economist, Educator, Human Resources, Sociologist, Urban Planner

Explanation of how CLKs connect to the unit:

- As responsible and contributing citizens of many different but connected communities, students will consider their environmental, social, and economic impacts on these communities.
- Students will connect community workers studied to personal interests and goals

Explanation of how 9.2 standards connect to the unit:

- 9.1.2.CAP.1: Class will brainstorm community helpers that provide goods and services in our community and then choose a community helper to research and create a model of helper, with appropriate tools and uniform.

Explanation of how connected careers connect to the unit:

In learning to understand how communities function, students will understand how varying cultures and behaviors emerge in different communities (Anthropologist, Sociologist), what conditions allow for people to work efficiently together (Educator, Human Resources), and what kinds of infrastructure allows for successful communities (Economist, Urban Planner).

Interdisciplinary Standards

- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.SSH.5 Family, school and town communities fulfill a person's need for love and belonging
- 2.1.2.CHSS.1: There are many community helpers such as firefighters, paramedics, school nurse and police officers that keep us healthy and safe.
- 2.1.2.CHSS.3: Fire Safety Week-Visit from Bernardsville fire fighters that discuss important emergency procedures for individuals and families

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Explanation of how 9.4 standards connect to the unit:

Students brainstorm and collaborate in order to create community map project

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

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

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

Explanation of how ELA Companion standards connect to the unit:

In mapping out their communities, students will frequently be required to describe people, places, and things. Creating a map is an example of a visual display that clarifies these ideas.

Stage 2- Assessment Evidence:

Assessment:

Formative	Illustrate 3 types of communities Create community helper model, Participation in class discussions using related learned vocabulary
Summative	Class-created community map of Bernardsville <i>My World Banner</i>
Alternative	Student-teacher interview
Benchmark	End of Year Jeopardy-style review game of material covered throughout year

Stage 3 - Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> - Make mural of a community map based on questions students create, as described in assessment above. Students need to visually depict the three important questions they selected in their group. Their answers must be shown in some way (If they ask how does the firemen get their water, a fire hydrant must be included). - work with different picture books and stop/jot on the topics. - locate different landmarks in town through map activity and directions on the map. - Create models of different members of the community explaining what their roles are. When reading about all members students discuss how people produce something, specifically when discussing stores/farmers etc and learn what skills/goods are needed - Examine through readings how the local economy works, how people use money to buy things and save money in a bank. Do economic activity in resource section. 	<p>Differentiation:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>ELL: Work in small groups to scaffold language</p> <p>Draw pictures instead of words during Stop and Jot activities</p> <p>Provide peer mentor and partnering opportunities for modeling</p> <p>Pre-teach new vocabulary using visuals and cognates, when possible</p> <p>Provide sentence frames in order to answer questions</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>G&T: Create a map of bedroom</p> <p>Create riddles using directionality words to get from one place to another on class community map</p> <p>Provide supplemental reading materials/EPIC book suggestions on chosen community helper</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Special Ed: Simplify projects for ease of independent completion</p> </div>

Written work may be dictated by student or copied from teacher-model

Draw pictures during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

504:

Provide opportunities for partner work

Reduce amount of work required

Students at Risk:

Only complete essential activities

Opportunities for partner work

Provide sentence frames in order to answer questions

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

[Google Earth](#)

Every Book Is a Social Studies Book by Andrea S. Libresco, Jeannette Balantic, and Jonie C. Kipling

Participation and discussion strategies: Stop and Jot, Turn and Talk

Mapping skills - cardinal directionality, map key, symbols, spatial thinking

Student Materials:

Scholastic News magazine database

Me on the Map by Joan Sweeny (280L)

Town Mouse Country Mouse by Jan Brett (AD630L)

Uncle Willie and the Soup Kitchen by DyAnne DiSalvo-Ryan (560L)

G Is for Garden State by Eileen Cameron

Same, Same, Different by Jennie-Sue Kosteki-Shaw (AD460L)

A Chair For My Mother by Vera Williams (530L)

DOE Mandates:

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity - In this unit, students will explore the community components that contribute to constructing ethnicity

Religious Tolerance -

Unconscious Bias Impact on Individuals - In this unit, students will explore how people may misjudge the role that they play in a community

Unconscious Bias Impact on Society - In this unit, students will explore the ways in which communities attempt to mitigate unconscious bias

Economic Disparity Impact on Individuals - In this unit, students will explore ways in which individual people can be negatively affected if economic equality is not a clear goal of a community

Economic Disparity Impact on Society - In this unit, students will look at the ways in which communities can struggle if economic efficiency is not considered

LGBTQ and Peoples with Disabilities Mandate -

Asian American & Pacific Islander Mandate -

Notes:

Unit 2: Being an Involved Citizen

Grade Level: 1st grade	Length of Unit: 3-4 weeks
Unit Rationale: Respect for others in your community is a fundamental skills for being a citizen. Students will learn about how to show respect for others in the community and model what that should look like, but also explore important historical people who helped define the role of a citizen.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> <i>-a citizen is a person that contributes to a community</i> <i>-each human being is a citizen of a community</i> <i>-citizens come in different sizes, shapes, religions and colors</i> <i>-citizens help to make laws or rules that benefit everyone in the community</i> <i>-citizens in different parts of the world or in different times have similar and different rules</i>	Essential Questions: <i>How can individuals help play a role in creating fair rules ?</i> <i>How can you be a respectful citizen in your community ?</i> <i>What are some ways you are contributing to your classroom community by being respectful to all its citizens?</i>
Content: <i>Students will know...</i> <i>-recognize differences between themselves and neighbors(physical and emotional attributes)</i> <i>-how to recognize when someone's feeling a strong emotion</i> <i>-how to use eye contact and appropriate language when addressing a fellow citizen</i> <i>- recognize that an individual's rights are important</i> <i>-how to come up with rules that benefit the community and all citizens</i>	Skills: <i>Students will be able to...</i> <i>-compare and contrast respectful and disrespectful behaviors</i> <i>-explain the importance of voting to create a fair law or rule</i>
NJ Student Learning Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf <ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. • 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.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.. 	

- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
 - 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
- 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.
- 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.

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.Civ.1. K-2 - Describe roles and responsibilities of people in authority.

D2.Civ.2. K-2 - Explain how all people, not just official leaders, play important roles in a community.

D2.His.9. K-2 - Identify different kinds of historical sources.

D2.His.10.K-2 - Explain how historical sources can be used to study the past.

D2.His.3. K-2 - Generate questions about individuals and groups who have shaped a significant historical change.

D2.His.4. K-2 - Compare perspectives of people in the past to those of people in the present.

D4.7.K-2 - Identify ways to take action to help address local, regional, and global problems.

D4.8.K-2 - Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

D2.Civ.7.K-2 - Apply civic virtues when participating in school settings.

D2.Civ.8.K-2 - Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

D2.civ.10.K-2 - Compare their own point of view with others' perspectives.

D2.Civ.11.K-2 - Explain how people can work together to make decisions in the classroom.

D2.Civ.12.K-2 - Identify and explain how rules function in public (classroom and school) settings.

D2.Civ.14.K-2 - Describe how people have tried to improve their communities over time.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

ID.K-2.1-5

DI.K-2.6-10

JU.K-2.11-15

AC.K-2.16-20

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Utilize critical thinking to make sense of problems and persevere in solving them
3. Model integrity, ethical leadership and effective management

Connected Careers:

Review the list below. Keep (or add) 1-2 applicable careers connected to this unit.

Historian, Judge, Political Scientist, Lawyer, Sociologist

Explanation of how CLKs connect to the unit:

Students explain importance of each class rule and its impact on the classroom community

Explanation of how 9.2 standards connect to the unit:

By learning about appropriate contributions of citizens, students will grow to understand skills that allow people to fill pivotal roles, both in society and in the workplace.

Explanation of how connected careers connect to the unit:

By exploring the roles of citizens, students will appreciate the previous developments that allowed for citizenship (Historian, Political Scientist, Sociologist), as well as determining what appropriate contributions to society look like (Judge, Lawyer).

Interdisciplinary Standards

- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared

Explanation of how interdisciplinary standards connect to the unit:

2.1.2.EH.2: Each student will explain the responsibility of following class rules in order to create a fair and productive community.

- 2.1.2.EH.4: Learn "I Feel" statements in order to communicate concerns to peers
- 2.1.2.CHSS.5 During role-playing activities, identify related feelings that might arise

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 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)

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CI.1: During discussions of appropriate behaviors for class and school, students have an open mind to others' suggestions and concerns
- 9.4.2.TL.7: Using Seesaw, students create a video of role-playing situation to share with class
- 9.4.2.GCA:1: Holidays Around the World activities, Special and Unique Star of the Week program

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under

L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Explanation of how ELA Companion standards connect to the unit:

Throughout this unit, students will explore several texts. As they do, they will learn to appreciate the organization and features of print, while also asking and answering questions about what citizenship looks like and how it is portrayed in the texts.

Stage 2- Assessment Evidence:

Assessment:

Formative	Role-playing activities in which students use “I feel” statements Classroom discussions
Summative	Participation in Character Ed’s chain link program Respect Week poster contest, quarterly classroom behavior self-assessment
Alternative	Draw pictures showing how we can solve different problems in our school
Benchmark	End of Year Jeopardy-style review game of material covered throughout year

Stage 3 - Learning Plan

Learning Activities:

Share [The Day the Monster Came to School](#) story, create a class list of rules that would help the monster behave as a respectful and responsible member of the classroom community

Small groups should discuss poor behavior/citizenship problems they see at different times during the school day. Then discuss the rights and responsibilities students have during these times and generate a list of solutions to the determined problems. Review ideas with class: How reasonable and fair are these solutions? Talk with someone else that is impacted by the problem (such as principal, lunch aides, custodians, other students) to

Differentiation:

ELL:

Work in small groups to scaffold language

Draw pictures instead of words during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

Pre-teach new vocabulary using visuals and cognates, when possible

Provide sentence frames in order to answer questions

determine their perspective on these problems/solutions. Reevaluate solutions and vote on the best way to implement. Extension: Technology class can help students create a group instructional video.

Using The Invisible Boy, have students Stop and Jot questions exploring his and his fellow citizens' emotions for the boy in the book to examine emotional differences.

Same, Same Different (Turn and Talk questions about similarities and differences)

The Araboolies of Liberty Street and related Lesson: Every Book Is Social Studies Book pgs.85-88

A Sweet Smell of Roses(or MLK book) to discuss laws in society. (MLK dove art project labeling what they are going to do to make the world a better place)

This lesson can lead into a discussion on our class community thinking of inequities we see in our school.

G&T:

Work with partner to create/act out scenarios that show students in various difficult social situations and how responsible, respectful students should react to the problem

Special Ed:

Simplify projects for ease of independent completion

Written work may be dictated by student or copied from teacher-model

Draw pictures during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

504:

Provide opportunities for partner work

Reduce amount of work required

Students at Risk:

Only complete essential activities

Opportunities for partner work

Provide sentence frames in order to answer questions

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

Every Book Is a Social Studies Book by Andrea S. Libresco, Jeannette Balantic, and Jonie C. Kipling

Participation and discussion strategies: Stop and Jot, Turn and Talk

Student Materials:

[The Day the Monster Came to School](#)

The Invisible Boy by Tracy Ludwig (AD680L)

Same, Same Different by Jenny Sue Kostecki-Shaw (AD460L)
The Araboolies of Liberty Street by Sam Swope
A Sweet Smell of Roses by Angela Johnson (AD480L)
Everybody Cooks Rice by Norah Dooley (AD690L)
Suki's Kimono by Chieri Uegaki (690L)

DOE Mandates:

Amistad Commission -

Holocaust Mandate -

In this unit students discuss how all members of a community are citizens and deserve to be part of that community, regardless of looks or beliefs.

Diversity, Equity, and Inclusion Mandate:

Gender - In this unit, students will grow to appreciate that communities can and should work together, regardless of gender, sexual orientation, and religion

Sexual Orientation - In this unit, students will grow to appreciate that communities can and should work together, regardless of gender, sexual orientation, and religion

Race -

Ethnicity -

Religious Tolerance - In this unit, students will grow to appreciate that communities can and should work together, regardless of gender, sexual orientation, and religion

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate - In this unit, students will appreciate the fact that not all members of their community share their sexual orientation, gender identity, or ability.

Asian American & Pacific Islander Mandate - In this unit, students will take note of the fact that there are many Asian American and Pacific Islanders in all communities and will explore ways in which they express their culture through texts such as *Yuki's Kimono*.

Notes:

Unit 3: Life in the Past

Grade Level: 1st grade

Length of Unit: 4 to 5 weeks

Unit Rationale:

The foundation of all historical skills developing an understanding that life was different in the past and that the events in the past eventually lead us to where we are today. This unit intends to introduce these concepts to students.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- a long time ago means a time in the past other than the present
- the past has a continuum in time (time line)
- that objects from the past can help us understand the past
- calendars and timelines help us to visualize this continuum
- life in the past can be compared to life today
- actions of individuals and groups in the past have helped shape and affect the future

Essential Questions:

- How can you use a timeline to explain an event?
- How can you compare life today to the life of the person you are interviewing?
- How did a person from the past (George Washington, Abraham Lincoln, Martin Luther King Jr.etc.)affect our lives today?

Content:

Students will know...

- events that happened in the past (Martin Luther King's "I Have a Dream" speech, Pocahontas/Squanto helped the settlers, etc.)
- how to use a timeline
- name an important event or contribution of George Washington,Abraham Lincoln,Martin Luther King and Pocahontas or Squanto

Skills:

- Students will be able to...
- compare and contrast objects or customs from the past to modern day objects and customs
- follow a timeline, moving right to the present and left to the past to articulate a comparison of the past to the present

NJ Student Learning Standards

https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf

- 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.EconET.2: Cite examples of choices people make when resources are scarce.
- 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.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our

current lives.

- 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.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D1.5.K-2 - Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

D1.3.K-2 - Identify facts and concepts associated with a supporting question.

D1.4.K-2 - Make connections between supporting questions and compelling questions.

D2.His.14.K-2 - Generate possible reasons for an event or development in the past.

D2.His.16.K-2 - Select which reasons might be more likely than others to explain a historical event or development.

D2.His.1.K-2 - Create a chronological sequence of multiple events.

D2.His.2.K-2 - Compare life in the past to life today.

D2.His.3.K-2 - Generate questions about individuals and groups who have shaped a significant historical change.

D2.His.4.K-2 - Compare perspectives of people in the past to those of people in the present.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

JU.K-2.12-15

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf>

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

CLKS Practices:

1. Consider the environmental, social and economic impacts of decisions
2. Model integrity, ethical leadership and effective management
3. Work productively in teams while using cultural/global competence

Connected Careers:

Review the list below. Keep (or add) 1-2 applicable careers connected to this unit.

Archivist, Educator, Historian, Political Scientist

Explanation of how CLKs connect to the unit:

Students will discuss, analyze and record the environmental, social, and economic changes in our history, using a time line as a point of reference.

Explanation of how 9.2 standards connect to the unit:

By exploring leadership initiatives of significant historical figures, students will work toward an understanding of social entrepreneurship by exploring what people in the past have done to advocate for the fair treatment of all.

Explanation of how connected careers connect to the unit:

As students explore historical figures from the past, they will consider how these people are remembered (Archivist, Historian), spoken about (Educator), and how they acted to improve society (Political Scientist).

Interdisciplinary Standards

- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS4-1)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1)

Explanation of how interdisciplinary standards connect to the unit:

- W.2.7 Students will research Wampanoag/Pilgrim life and create a graphic organizer of information learned
- RI.2.3 Students will use a time line to help determine how events/life in the past and present are connected and interrelated

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

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.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Explanation of how 9.4 standards connect to the unit:

Students will use a variety of multi-media sources to learn about life in the past and the ways the human experience has changed. Students will use a variety of thinking to determine the positive and negative effects of these changes.

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

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

Explanation of how ELA Companion standards connect to the unit:

As students explore seminal texts such as Martin Luther King Jr.'s *I Have a Dream* speech, students will determine the main topic of these documents and read with the goal of comprehending their important messages.

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Stage 2- Assessment Evidence:

Assessment:

Formative	<p>Seesaw: create an oral recording with illustration of information learned for specific lesson(s)</p> <p>Calendar pages in calendar notebook for important dates in history</p> <p>Class discussions comparing life in the past to life today</p> <p>Mystery History artifact</p> <p>Family interview</p>
Summative	Construct a hallway/individual timeline of historical events as they are discussed throughout the year
Alternative	Sort pictures into past and present categories
Benchmark	End of Year Jeopardy-style review game of material covered throughout year

Stage 3 - Learning Plan

<p>Learning Activities:</p> <p>-Read one or all of the following stories <u>The Quilt Story</u>, <u>This Is the Rope</u>, <u>The Blessing Cup</u> and <u>The Keeping Quilt</u>. Use Stop and Jot questions to start to establish the object's passage through time. Students should talk with their family to see if they have anything that was passed down, whether clothes from siblings or parents have items from grandparents. After that students should write or draw about an object they have that they would want to pass down and explain why it would be important. (November Activity)</p> <p>-Mystery History: Students bring in an old object or picture of an old object to share with their partners and then class. In their groups students should show their object and the rest of the group and students guess what the object was used for. Students should be prepared to know how old or about how old it is. Then place objects or pictures on living timeline. (November Activity)</p>	<p>Differentiation:</p> <p>ELL:</p> <p>Work in small groups to scaffold language</p> <p>Draw pictures instead of words during Stop and Jot activities</p> <p>Provide peer mentor and partnering opportunities for modeling</p> <p>Pre-teach new vocabulary using visuals and cognates, when possible</p> <p>Provide sentence frames in order to answer questions</p> <p>G&T:</p> <p>Create posters to show then and now comparisons</p> <p>Write a diary page from someone who lived in</p>
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Establishing an understanding of how things were done differently in the past

-*Charity's Shawl* story and sequencing of how she made a shawl from sheep to knitting

-Native American and Pilgrim books such as *A Day in the Life of Sarah Morton* and

The Indian Paintbrush that demonstrate how things were done in the past and do activities such as making butter or paint pretend animal skins demonstrating how they were used to clothe, protect and keep us warm.

-Read *When Everybody Wore a Hat See Every Book Is a Social Studies Book* pgs.34-38 or *Queen Victoria's Bathing Machine*. Stop and Jot sheet will have four boxes for students each focusing on: 1. How is "something" done in the book? 2. How is this done today? 3. What are the differences between the two? 4. Why do you think those changes took place? Student should have multiple sheets for the multiple differences in the book.

-Read "A Street Through Time" Lesson in *Every Book is a Social Studies Book* pgs.38-43

- Compare two different people's perspectives on life at the same time with the books *Philip Reid Saves the Statue of Freedom* and *Jubilee! One Man's Big, Bold, and Very Very Loud Celebration of Peace.*

In February do these President activities to further develop the idea of how things were done in the past

-Abraham Lincoln log cabin art project (Read biography that discusses life of Abe in log cabin)

-Draw with crayon then paint portrait of George Washington with watercolors, explore portraits of him and photographs of Abraham Lincoln and discuss invention of camera. Look at the book *Stand There She Shouted* about Julia Margaret Cameron and discuss what photos can show us about history. Establish an understanding of how to compare life in the past and to child's life today

- Read *Amy, Ben and Catalpa the Cat* about colonial era for tri-corner hat and any other president book that can be used to help children

a time long ago using appropriate references to that time period

Write sentences in stop and jot work

Provide supplemental reading materials/EPIC book suggestions with related comprehension follow-up questions or book talk opportunities

Special Ed:

Simplify projects for ease of independent completion

Written work may be dictated by student or copied from teacher-model

Draw pictures during Stop and Jot activities

Provide peer mentor and partnering opportunities for modeling

504:

Provide opportunities for partner work

Reduce amount of work required

Students at Risk:

Only complete essential activities

Opportunities for partner work

Provide sentence frames in order to answer questions

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

compare the past to today.

Interview someone about a specific time period(Grandma about going to the Drive In Movies 1960's or Grandpa about his grandfather driving the first car 1900's etc.) The teacher will scaffold students to come up with an appropriate question to ask during the interview which will help students compare something from today and the past. Parents or an adult may help the child by writing down and recording the answer. Students will be lead to ask themselves questions such as "What reason do I like to see movies?" and then ask grandma why she liked to see movies and compare answers. After the interview is conducted students will draw/write about the interview comparing their lives to the past. The pieces will be put in an anthology and kept in the class library as a living history book. The interview should be limited to one question that will become a drawing of then and now and put in the anthology. This project will be the November assessment.

In February students will resume this study of Life in The Past and conclude with a similar project as the interview, but will conduct this work by coming up with questions based around the study of the past in the books read. Small groups will work together to develop questions ordering them and coming up with one that may be most critical. They will research the answer by reading the words or pictures in other texts. A question may be " Why did George Washington wear a wig?" The teacher may need to find texts or article to help the students. Once the students find a possible answer they will draw or write their findings comparing and contrasting why it was done then and how we are different today. This small group work will then be put together as a living history anthology.

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

Every Book Is a Social Studies Book by Andrea S. Libresco, Jeannette Balantic, and Jonie C. Kipling

Participation and discussion strategies: Stop and Jot, Turn and Talk

Student Materials:

The Quilt Story by Tony Johnston (AD490L)

This Is the Rope by Jaqueline Woodson (AD790L)

The Blessing Cup by Patricia Polacco (740L)

The Keeping Quilt. By Patricia Polacco (830L)

Sarah Morton's Day Kate Waters (700L)

Tapenum's Day by Kate Waters (680L)

The Indian Paintbrush by Tomie DePaola (AD480L)

When Everybody Wore a Hat by William Steig (570L)

Queen Victoria's Bathing Machine by Gloria Whelan (AD820L)

Philip Reid Saves the Statue of Freedom by Eugene Walton

Jubilee! One Man's Big, Bold, and Very Very Loud Celebration of Peace by Alicia Potter (610L)

Stand There! She Shouted by Susan Goldman Rubin (980L)

Amy, Ben and Catalpa the Cat by Alma Coon

DOE Mandates:

Amistad Commission - This unit addresses the NJDoE Amistad Commission requirement for "the infusion of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history." Through read-alouds and discussions that focus on slavery in colonial America and the lives of influential black Americans such as Martin Luther King, Rosa Parks, and Ruby Bridges, students will begin to understand the history of black people in America.

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race - In this unit, students will explore the ways in which historical figures have advocate for racial inclusion and equality

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate -

Asian American & Pacific Islander Mandate -

Notes: