

Original Adoption: 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Social Studies Curriculum Team

**Social Studies
Curriculum Map
FIRST GRADE**

Content Area: Social Studies

<p><u>Chapter 1:</u></p> <ul style="list-style-type: none"> ● Rights and Responsibilities of Citizens 	<p>September 12, 2025 - October 14, 2025 21 days</p>
<p><u>Chapter 2:</u></p> <ul style="list-style-type: none"> ● Geography of the Community 	<p>October 24, 2025 - November 18, 2025 19 days</p>
<p><u>Chapter 3:</u></p> <ul style="list-style-type: none"> ● Symbols and Traditions of the United States 	<p>December 05, 2025 - December 23, 2025 15 days</p>
<p><u>Chapter 4:</u></p> <ul style="list-style-type: none"> ● Life Today and Long Ago 	<p>January 17, 2026 - March 03, 2026 30 days</p>
<p><u>Chapter 5:</u></p> <ul style="list-style-type: none"> ● One Nation, Many People 	<p>March 13, 2026 - April 28, 2026 27 days</p>
<p><u>Chapter 6:</u></p> <ul style="list-style-type: none"> ● Work in the Community 	<p>May 08, 2026 - June 2, 2026</p>

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Introduction / Philosophy: Today’s elementary social studies classroom is a learning environment that allows students to engage with social studies content and understand multiple cultural, political, and ethical perspectives. Students are empowered to make informed decisions, communicate conclusions, and contribute to society.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Chapter 1: Rights and Responsibilities of Citizens

Duration: 21 Days

Standards / Learning Targets

Focus Standards - Major Standards

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council)
- 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

Supporting & Additional Standards

- 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.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

Interdisciplinary Standards

Language Arts

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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Writing

- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 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.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 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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 (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Social Emotional Learning Standards

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
- 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

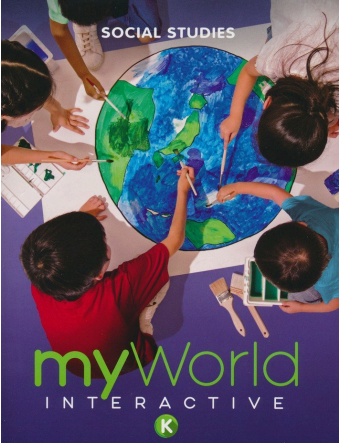
Responsible Decision-Making

- 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 resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning	
<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Turn and talk ● Draw pictures ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ● Role play ● Discussion circle ● Turn and talk <p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
Enduring Understandings Chapter 1	Essential Questions Chapter 1
<ul style="list-style-type: none"> ● Help, Respect, Listen ● Rules we Follow ● We have rights and responsibilities ● Rules at home, school, and community ● Leaders at home, school, and community ● Community, state and national government ● Direct and representative democracy 	<ul style="list-style-type: none"> ● What is a rule? ● Why do we follow rules? ● What is a responsibility? ● What is a law? ● What does it mean to have a consequence? ● What does a leader do? ● What is government? ● How does voting work? ● Why do we vote?
Sequence of Topics	Teacher Notes

Chapter 1	Chapter 1
Acting as Good Citizens	I will know how to be a good citizen.
Rights and Responsibilities	I will know about my rights and responsibilities.
Following Rules and Laws	I will know about rules and laws that we follow.
My Leaders	I will know who leaders are and how they help us.
My Government	I will know how government helps us.
Making Choices of Government	I will know how we choose our leaders.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive) Video Audio Interactivity Games Assessment eText SAVVAS content readers</p>	

Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides

- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 2: Geography of the Community

Duration: 19 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.2.GeoSV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)● 6.1.2.GeoSV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom)● 6.1.2.GeoSV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic)
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.2.GeoSV.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)● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Interdisciplinary Standards
Language Arts RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or

information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Writing

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
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Responsible Decision-Making

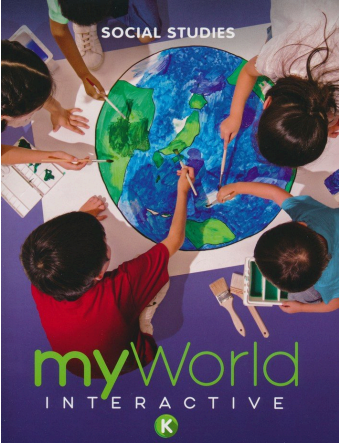
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<p>Enduring Understandings Chapter 2</p>	<p>Essential Questions Chapter 2</p>
<ul style="list-style-type: none"> ● Where we live, places near us ● Compare locations ● My address ● Community map, cardinal directions ● Parts of a map ● Land and water ● Using a globe and a world map ● Weather, location, and environment 	<ul style="list-style-type: none"> ● What is a community? ● Why is it important to know your address? ● What does a map tell us? ● How are maps and globes different? ● How does weather affect our lives? ● How can we protect our natural resources?
<p>Sequence of Topics Chapter 2</p>	<p>Teacher Notes Chapter 2</p>
<p>Our Community</p>	<p>I will know how to talk about relative location.</p>
<p>Finding Places</p>	<p>I will know how to talk about absolute location.</p>

Maps and Models	I will know about maps and models.
Continents and Oceans	I will know how to identify land and water on a globe and a map.
My State	I will know how weather, location, and the environment affect the way people live.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers</p>	

Suggested Options for Differentiation
<p><i>English Language Learners</i></p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Use graphic organizer web chart to incorporate synonyms • Analyze techniques for creating specific nouns from general nouns • Create adjective and adverb word wall in positive and negative columns • Discuss ways to change character description through word choice • Identify adjectives and adverbs in reading that create an image

- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
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- Use web graphic organizers to contrast examples of theme and main idea in different readings
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- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson

- Teacher reads aloud daily
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- assign a picture or movement to vocabulary words
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- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 3: Symbols and Traditions of the United States

Duration: 15 Days

Standards / Learning Targets
Focus Standards - Major Standards
<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.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities
Supporting & Additional Standards
<ul style="list-style-type: none"> ● 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.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
Interdisciplinary Standards
<p>Language Arts</p> <ul style="list-style-type: none"> ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.2. Identify the main topic and retell key details of a text. ● RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Writing

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
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- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
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- 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 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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 (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Social Emotional Learning Standards

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
- 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

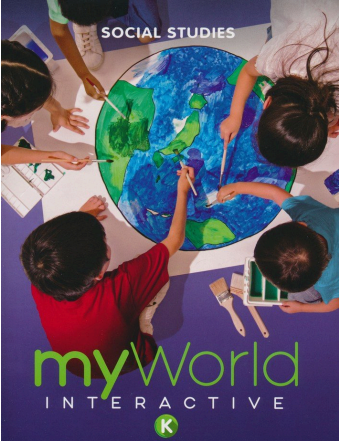
- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

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 resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Turn and talk ● Draw pictures ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ● Role play ● Discussion circle ● Turn and talk <p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 3</p>	<p>Essential Questions Chapter 3</p>
<ul style="list-style-type: none"> ● Pledge of Allegiance ● Our Flag ● Our National Bird ● Statue of Liberty ● Building colonies ● The Declaration of Independence ● U.S. Constitution ● National Anthem ● Heroes for freedom and for justice ● Important holidays in America 	<ul style="list-style-type: none"> ● What are some traditions you have? ● Why are symbols important? ● Why did we want independence? ● Why is the National Anthem important? ● What is a hero? ● What is a holiday?
<p>Sequence of Topics Chapter 3</p>	<p>Teacher Notes Chapter 3</p>
<p>We are Americans</p>	<p>I will know why the United States flag is important.</p>

American Symbols	I will know about important American symbols.
American Documents	I will know about important American documents.
American Songs	I will know about important American songs.
American Heroes	I will know about important American heroes.
Our National Holidays	I will know about important national holidays.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers</p>	

Suggested Options for Differentiation
<p><i>English Language Learners</i></p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Use graphic organizer web chart to incorporate synonyms • Analyze techniques for creating specific nouns from general nouns

- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans

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- assign a picture or movement to vocabulary words
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Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 4: Life Today and Long Ago

Duration: 30 Days

Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none"> ● 6.1.2.EconET.1: Explain the difference between needs and wants ● 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
Supporting & Additional Standards
<ul style="list-style-type: none"> ● 6.1.2.EconNE.2: Describe example of goods and services ● 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
Interdisciplinary Standards
<p>Language Arts</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Writing

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
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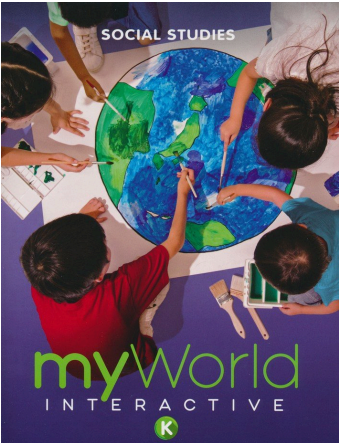
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- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk

<ul style="list-style-type: none"> ● Questioning ● Expressive language prompt <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 4</p>	<p>Essential Questions Chapter 4</p>
<ul style="list-style-type: none"> ● Past, present and future ● Clocks, calendars, timelines ● Schools past and present ● Changes in community ● People at work today and long ago ● Clothing today and long ago ● Inventions, technology, and transportation 	<ul style="list-style-type: none"> ● How can we measure time? ● What is history? ● What is a community? ● How does a community change over time? ● What are some differences in daily life from today and long ago? ● What is an invention? ● How has technology made people’s lives easier?
<p>Sequence of Topics Chapter 4</p>	<p>Teacher Notes Chapter 4</p>
<p>Measuring Time</p>	<p>I will know ways we can measure time.</p>
<p>Schools and Communities Past and Present</p>	<p>I will know how schools and communities have changed over time and how they have stayed the same.</p>
<p>Daily Life Past and Present</p>	<p>I will know how daily life has changed over time and how it stayed the same.</p>
<p>Changes in Technology and Transportation</p>	<p>I will know how technology and transportation have changed over</p>

	time.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers</p>	

Suggested Options for Differentiation
<p><i>English Language Learners</i> Strategies may include:</p> <ul style="list-style-type: none"> ● Use graphic organizer web chart to incorporate synonyms ● Analyze techniques for creating specific nouns from general nouns ● Create adjective and adverb word wall in positive and negative columns ● Discuss ways to change character description through word choice ● Identify adjectives and adverbs in reading that create an image ● Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions ● Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms ● Discuss general questions leading to common themes in reading ● Use pair work for students to choose recurring themes with visual prompts or match up ● Use anchor charts in groups to identify elements of setting, characters and plot ● Use web graphic organizers to contrast examples of theme and main idea in different readings

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- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should.....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
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- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
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- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
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- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 5: One Nation, Many People

Duration: 27 Days

Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none"> ● 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.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inference about why there are different accounts of the same events ● 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 the culture’s history
Supporting & Additional Standards
<ul style="list-style-type: none"> ● 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical places and events) ● 6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time (i.e., locally, nationally, globally)
Interdisciplinary Standards
<p>Language Arts</p> <ul style="list-style-type: none"> ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.2. Identify the main topic and retell key details of a text. ● RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Writing

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
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- 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
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- Develop, implement and model effective problem solving and critical thinking skills
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- Evaluate personal, ethical, safety and civic impact of decisions

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- Establish and maintain healthy relationships
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- Identify who, when , where, or how to seek help for oneself or others when needed

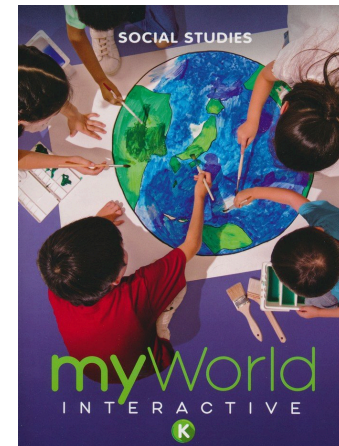
Evidence of Student Learning**Formative Assessments****Alternate Assessments**

<ul style="list-style-type: none"> ● Turn and talk ● Draw pictures ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<ul style="list-style-type: none"> ● Role play ● Discussion circle ● Turn and talk <p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 5</p>	<p>Essential Questions Chapter 5</p>
<ul style="list-style-type: none"> ● People are the same/different ● People in my class/neighborhood ● Traditions and celebrations ● American Indians in the Past/Present ● Folktales/legends ● Ellis Island ● Immigrants helped our country ● Immigrants today ● Life lessons 	<ul style="list-style-type: none"> ● How are we the same and/or different? ● What does culture mean? ● What are some traditions in your family? ● What are your goals? ● What is art? ● Why do people tell folktales? ● Who is an immigrant? ● How do immigrants help our country? ● What are morals?
<p>Sequence of Topics Chapter 5</p>	<p>Teacher Notes Chapter 5</p>
<p>What is Culture?</p>	<p>I will know what culture means.</p>

Customs, traditions, and celebrations	I will know about customs, traditions and celebrations.
Shared culture	I will know how we are all part of the same community.
American indians	I will know about American Indians.
immigrants	I will know how immigrants help define America.
Stories in our culture	I will know about what stories can teach us.

Activities / Resources

Resources: See Teacher’s Edition for Chapter activities and resources
 SAVVAS online resources link (MyWorld interactive)
 Video
 Audio
 Interactivity
 Games
 Assessment
 eText
 SAVVAS content readers



Suggested Options for Differentiation

English Language Learners

- Strategies may include:
- Use graphic organizer web chart to incorporate synonyms

- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction- guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Word walls and word banks

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 6: Work in the Community

Duration: 24 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.2.EconET.1: Explain the difference between needs and wants● 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.EconNE.2: Describe example of goods and services
Supporting & Additional Standards
<ul style="list-style-type: none">● 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
Interdisciplinary Standards
Language Arts <ul style="list-style-type: none">● RI.1.1. Ask and answer questions about key details in a text.● RI.1.2. Identify the main topic and retell key details of a text.● RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.● RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or

information in a text.

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Writing

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 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.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 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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 (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Social Emotional Learning Standards

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
- 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

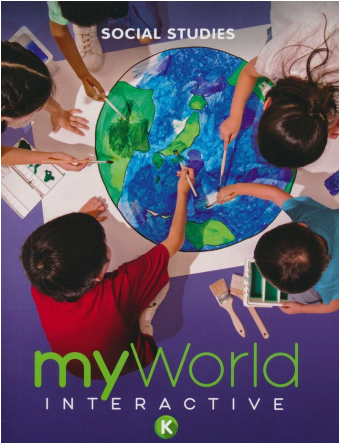
Responsible Decision-Making

- 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 resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

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Enduring Understandings Chapter 6	Essential Questions Chapter 6
<ul style="list-style-type: none"> ● Needs, wants, and choices ● Goods at home, school and community ● School and community services ● Buying and selling ● Spending money ● Making a budget ● Jobs at home/community/school 	<ul style="list-style-type: none"> ● What are needs? Wants? ● How can people meet their needs? ● What is a service? ● Who are producers? Consumers? ● Why should you have a budget? ● Why do families save money? ● What is a job? ● What job would you like to do and why?
Sequence of Topics Chapter 6	Teacher Notes Chapter 6
Needs, wants, and choices	I will know how to choose between needs and wants.

Goods and services	I will know what goods and services are.
Producers and consumers	I will know what producers and consumers are.
We spend, budget and save	I will know how people spend and save money.
Specialized work	I will know that people work at jobs.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers</p>	

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504

- Follow all 504 plans
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