| **Board Approval Date: 8/23/2022** |
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| **Course Title: Grade 1 Social Studies - My School & Family** |
| **Course Description: Students make sense of their world by studying communities and examining how geography affects different types of communities.** |

| **Course Sequence & Pacing** | | | |
|---|---|---|---|
| **Week** | Marking Period 1 | **Week** | Marking Period 2 |
| 1 | A Place to Share<br>Who Makes the Rules? | 9 | The Right Kind of Map<br>My Groups: A Native American Perspective |
| 2 | US Symbols & Traditions<br>Working Together In Government | 10 | Families Live in Different Places<br>Taking Care of the Earth |
| 3 | The Grasshopper's Choice<br>From Farm to Table | 11 | Clara Barton Helped Others<br>From Buggies to Blastoff! |
| 4 | Trading for Apples | 12 | Old Family Pictures<br>Learning About the Dust Bowl |

## Stage 1 Desired Results

**Unit 1: Civics**

**Unit Summary: Leaders are responsible for making decisions for communities. Good citizens can make a positive difference in places they live. Students will study the rights and duties of citizenship.**

## Unit Learning Targets

**NJSLS Standards:**

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3. Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 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 are 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).
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 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.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.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 events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument on how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

**Social Studies Practices**

Developing Questions and Planning Inquiry - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating

evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Presenting Arguments and Explanations - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills:**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Computer Science & Design Thinking:** Embedded in learning activities

**Interdisciplinary Connections:**

*Reading:*

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- 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.1.4. 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.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A. Read grade-level text with purpose and understanding.
- RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*Language:*

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

*Writing:*

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Climate Change:** Embedded in learning activities

**Holocaust & Amistad:** Embedded in learning activities

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
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| • How can one person make a difference?<br>• How do leaders help their communities?<br>• What does a good citizen do?<br>• What do communities share? | • All communities have problems to solve.<br>• Good citizens work to make their community a better place.<br>• The United States is made up of 50 states with many communities. |
| **Students will know:** (Content, Noun)<br>• inventor<br>• government<br>• leader<br>• vote<br>• citizen<br>• responsible<br>• tourist | **Students will be able to:**<br>• discover how people solved problems in their communities<br>• categorize actions that community leaders can take to help communities in need<br>• roleplay being a good citizen at a local community location<br>• analyze information to find out what communities have in common<br>• conduct an inquiry to determine why you should be a good citizen |

## Stage 2 Assessment Evidence

**Summative Assessments:**
What does it mean to be a good citizen - poster, visual presentation, or video Create a table to show information about your community.

**Formative Assessments:**
Presidential Medal of Freedom Activity
Letter to Community Leader
Vocabulary Quiz
TCI Online Quiz
Class Discussions
Teacher Observations
Activity Book Entries

**Common Benchmark Assessments:**
Teacher created district assessments

**Alternative Assessments:**
Teacher created district assessments
Students create a ¨Code of Conduct¨ for a place in their community (ie: pool, grocery store, park)

**Stage 3 Learning Plan**

| **Standard** | **Skill** | **Learning Activities & Differentiation** (Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL) | **Timeframe** (Days or Weeks) |
|---|---|---|---|
| *6.1.2.CivicsCM.2*<br><br>*6.3.2.CivicsPD.1* | Identify problems and possible solutions in various communities.<br><br>Identify the contributions of individuals to U.S. history and culture. | Consider ways you can help solve a community problem. | *1 day* |

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| *6.1.2.HistoryCC.36.1.2.HistoryUP.2* | Identify the contributions of individuals to U.S. history and culture. | Discover four big problems from the past. Learn how courageous leaders took action to help their communities. | *2 days* |
| *6.1.2.CivicsPI.4* | Identify the contributions of individuals to U.S. history and culture. | Choose a community leader to honor with the Presidential Medal of Freedom. | *2 days* |
| *6.1.2.CivicsPI.4*<br>*6.1.2.CivicsDP.2*<br>*6.1.2.CivicsCM.1* | Vote in a class election. | Debate the pros and cons of a new playground and swimming pool. Vote for your favorite after discussing all ideas. | *1 day* |
| *6.1.2.CivicsPI.1*<br>*6.1.2.CivicsPI.5* | Predict what community leaders can and cannot do. | Categorize three types of actions community leaders can take to help communities in need. | *2 days* |
| *6.1.2.CivicsCM.2*<br>*6.1.2.CivicsPR.2*<br>*6.1.2.CivicsPR.3* | Conduct a mock demonstration.<br>Identify a community problem and propose a solution. | Send an email to one or more community leaders asking for help with a problem in your community. | *2 days* |
| *6.1.2.CivicsPI.3*<br><br>*6.1.2.CivicsPI.6* | Identify ways to be good citizens. | Match street signs to the rules they represent. | *1 day* |
| *6.1.2.CivicsPD.2*<br>*6.1.2.CivicsPR.1* | Decide whether specific actions are those of a good citizen. | Jump into the "community swimming pool" for a fun afternoon.<br>Decide what a good citizen would do during an afternoon at the pool. | *2 days* |
| *6.1.2.CivicsDP.2*<br>*6.1.2.CivicsPR.2*<br>*6.1.2.CivicsPR.3* | Brainstorm good-citizenship actions that students could perform in the community. | Draw a picture and write a sentence about a rule that you follow in your community or school. | *2 days* |
| *6.1.2.CivicsPI.4*<br>*6.1.2.CivicsPI.5* | Locate places on a political map.<br>Identify something special about their community. | Connect what you already know about columns and rows in the real world to help you learn how to read a table. | *1 day* |

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| *6.1.2.Geo.SV.2*<br>*6.1.2.Geo.SV.3*<br>*6.1.2.Geo.SV.4* | Identify how communities share to meet their economic needs and wants. | Compare four communities by completing a table of information. | *2 days* |
| *6.1.2.Geo.HE.3* | Analyze community celebrations to show how people share pride in our country. | Create a table about the geography, economy, civics, and history of your community. | *2 days* |

| **Core Instructional & Supplemental Materials (including various levels of texts)** | |
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| The House That Jane Built: A Story About Jane Addams by Tanya Lee Stone. Illustrated by Kathryn Brown. (2015) | This is the story of Jane Addams, the first American woman to receive the Nobel Peace Prize, who transformed a poor neighborhood in Chicago by opening up her house as a community center. |
| The Unstoppable Garrett Morgan by Joan Dicicco. Illustrated by Ebony Glenn. (Lee & Low Books; 2019) | Told in compelling prose by debut picture-book author Joan DiCicco and dynamic illustrations from artist Ebony Glenn, The Unstoppable Garrett Morgan is a powerful biography of an extraordinary man who dedicated his life to improving the lives of others. |

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| Susan La Flesche Picotte: Discovering History's Heroes by Diane Bailey. (Jeter Publishing, 2021) | Jeter Publishing presents a series that celebrates men and women who altered the course of history but may not be as well-known as their counterparts. In this book, learn about Susan LaFlesche Picotte, the first Native American woman to earn a medical degree and be a practicing doctor in the United States. |
| What Can a Citizen Do? by Dave Eggers and Shawn Harris. (2018) | This is a book about what citizenship—good citizenship—means to you, and to us all: Across the course of several seemingly unrelated but ultimately connected actions by different children, we watch how kids turn a lonely island into a community—and watch a journey from what the world should be to what the world could be. |
| Kindness Is My Superpower: A Children's Book About Empathy, Kindness and Compassion by Alicia Ortego. (2020) | With the perfect examples, this book offers, your child will have more understanding for others, accept diversity, thrive in a multicultural and inclusive environment, and show more empathy. Throughout the story, little superhero Lucas will learn what kindness means and understand what it is like to be kind, sensitive, caring, and generous. |
| What are the Branches of Government? by Ann Matzke. (Vero Beach, FL: Rourke Educational Media, 2012) | This book introduces readers to the three branches of government. It includes vocabulary words to know, relevant comprehension skills, and extension activity ideas. |
| The My Hero Project<br>http://www.myhero.com/myhero/ | The website, The My Hero Project, celebrates heroes, from the everyday to the most famous. Create a free account, and you're ready to read about other |

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| | children's heroes, search the hero database, or share your own heroes |
| Kid President: What Makes an Awesome Leader?<br>https://www.youtube.com/watch?v=KdL4o7wU0CQ | Kid President is an incredibly popular motivational speaker who has made numerous videos on making your community and world a better place. This playlist includes all of Kid President's videos; most appropriate for this lesson is the video titled "What Makes an Awesome Leader?" |
| Election and Voting Videos for Young Children<br>https://www.simplykinder.com/election-videos/ | This webpage contains age-appropriate, educational videos about elections and voting by Kids Academy, PBS Kids, Go Noodle, Sesame Street, and Kid President. |

| **Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students** |
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| Specific Strategies and Practices that Support Students with Disabilities:<br>• For the Show What You Know section, let students dictate their responses if appropriate. Allow them to record their ideas visually with pictures in their Student Journals or on a separate piece of paper. As an alternative, encourage students to design their own Medal of Freedom to give to one or more of the community leaders in the lesson.<br>• Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Instead of placing all students into heterogeneous groups of three, consider forming a homogeneous group of struggling readers and provide adult support when reading about the community leaders in the text. After reading, ask students about the main ideas about each community leader to ensure comprehension. Chart students' |

responses for use when writing their Hands-On Activity Notes, as well as their award speech for the Presidential Medal of Honor in the Show What You Know section of the lesson.

- Go over the three things leaders can do to help their communities that are in the lesson: make laws, spend money, and decide what to build. Have students give examples of each, and chart their ideas for use throughout the lesson. Students can create signs that represent class or school laws.

- After reading Social Studies Stories: Good Citizen Lincoln, give students a selection of pictures from which to choose examples of people being good citizens as they create the good citizens statue for the activity. They can create a photographic mural to honor people being good citizens. Help students select photographs that show people being good citizens and explain their choices.
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

*Specific Strategies and Practices that Support Students with* **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

*Specific Strategies and Practices that Support Students* **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

*Specific Strategies and Practices that Support Gifted & Talented Students:*

- Have students work (individually or in groups) on a plan to implement a change they want to make in their own community. Encourage students to think about what their community needs and create a list of steps they could take to implement the change. Students should write a descriptive paragraph and draw pictures to explain how they would implement the change.
- As an alternative, ask students to research other leaders who have helped their communities. Provide opportunities for students to interview local residents who are working to help solve a problem. Encourage students to create a product of their choosing to bring attention to the problem and share ideas for solutions.
- Extend the Show What You Know by having students actually write a community leader to ask for help with solving a problem. First, brainstorm problems that need solving in your local area. Assist students in finding contact information for community leaders who could help solve a problem. Have them describe the problem and suggest one of the three ways the leader can help: make a law, spend money, or decide to build something.

- Have students identify someone in their school or community who demonstrates the characteristics of a good citizen. Then have them draw a picture of that person helping others or helping the community. Have students present their "Community Good Citizens" to the class. You can display their work in a Good Citizen Gallery and add students' Good Citizen books to the gallery when they finish their good deeds. After viewing the gallery, brainstorm good-citizenship actions that students could perform in the community based on citizens they learned about.
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

*Specific Strategies and Practices that Support English Language Learners:*

- During the Preview discussion, provide sentence starters for the questions on the Preview slides:
- *The problem I see is _____.
- *I could help solve this problem by _____.
- *It would make a difference because _____.
- In addition, provide sentence starters when students are answering questions about each of the four community leaders in the Hands-on Activity Notes. Encourage students to write captions for their drawings to foster fluency.
- Use the strategy of Total Physical Response, or TPR, during the Vocabulary section by acting out the words government, leaders, and vote. Students can draw pictures to represent these words as well. Give students sentence stems for the Hands-On Activity Notes when writing ways that community leaders can help.
- Provide sentence starters for students when writing their responses to situations involving good swimming pool citizenship in their Hands-On Activity Notes. As students prepare their suggestions for the Code of Conduct, allow them to draw their rules for good citizenship and have them dictate their sentences to explain the pictures they

draw. The sentences can be transcribed for them or written out for them to copy or trace. Students might work in pairs so that they can give feedback to one another on their rules.

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Stage 1 Desired Results

**Unit 2: Economics**

**Unit Summary: Students make sense of how people use their environments, explore goods and services provided by their communities, and practice making smart consumer choices.**

## Unit Learning Targets

**NJSLS Standards:**

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 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.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.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.CivicsPI.6: Explain what government is and its function.

- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 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.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 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).

**Social Studies Practices:**

<u>Developing Questions and Planning Inquiry</u> - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

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Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills:**

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Computer Science & Design Thinking:** Embedded in learning activities

**Interdisciplinary Connections**

*Reading:*

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- 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.1.4. 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.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A. Read grade-level text with purpose and understanding.
- RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*Language:*

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

*Writing:*

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Range of Writing
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Climate Change:** Embedded in learning activities

**Holocaust & Amistad:** Embedded in learning activities

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • How do people use our environments?<br>• How are goods made and brought to us?<br>• Who provides services in a community?<br>• How can I be a smart consumer? | • People get to decide what they want and need and how they get it.<br>• Different environments have different features which affect where people live, what jobs they can have, and what resources are found there.<br>• People use natural resources such as trees, water, land, and animals that come from our environment.<br>• Businesses provide goods and services.<br>• People always make choices when they shop. |
| **Students will know:** (Content, Noun) | **Students will be able to:** |
| • conserve<br>• environment<br>• natural resources<br>• pollute<br>• consumer<br>• income<br>• producers<br>• trade | • create models to match environments to different types of food, clothing, and shelter<br>• develop a basic understanding of how goods are transported to consumers<br>• research how goods are made and build models to show the steps of their production<br>• present skits illustrating a service job<br>• evaluate the costs and benefits of economic choices |

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| • transportation<br>• businesses<br>• law<br>• service<br>• tax<br>• need<br>• resource<br>• save<br>• scarcity<br>• want | • conduct an inquiry to explore why people buy things and where these things come from |

| **Stage 2 Assessment Evidence** |
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| **Summative Assessments:**<br>Make a poster or digital presentation to share information about a service worker Build a diorama to show the sequence of how goods are made available to consumers. Create a cost/benefit t-chart for purchasing a goods/service or want. |
| **Formative Assessments:**<br>Environment/Product Quiz<br>Vocabulary Quiz Classroom<br>Discussions Teacher<br>Observations<br>Service Worker Presentation/Student Skits<br>TCI Online Assessments |
| **Common Benchmark Assessments:**<br>Teacher created benchmark assessments |
| **Alternative Assessments:**<br>Teacher created benchmark assessments |

Students create store catalogs listing items for sale and prices. Students given a budget, show how they would spend their money (be a smart consumer.)

**Stage 3 Learning Plan**

| ***Standard*** | ***Skill*** | ***Learning Activities & Differentiation (Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*** | ***Timeframe (Days or Weeks)*** |
|---|---|---|---|
| *6.1.2.GeoPP.1* | Distinguish between things that are from nature and those made by people. | Use clues in videos to match different types of food, clothing, and shelter with their sources in the environment. | *2 days* |
| *6.1.2.Geo.HE.1*<br>*6.1.2.Geo.HE.3* | Analyze how people live in different environments.<br>Explain the causes and effects of land, water, and air pollution. | Look at a few ways humans pollute the land, air, and water, and match a solution to each problem. | *2 days* |
| *6.1.2.Geo.HE.4* | Describe how the natural resources of different environments can be used for food, clothing, and shelter. | List products that come from three distinct environments: rainforest, ocean, and farm. | *1 day* |
| *6.1.2.EconEM.2*<br>*6.1.2.EconEM.3* | Complete a flowchart showing how natural resources are made into the goods we consume. | Sequence the steps a pineapple takes from being harvested on the farm to finding its way on your table. | *1 day* |
| *6.1.2.EconGE.1*<br>*6.1.2.EconGE.2* | Create a process diagram. | Learn how goods are made and brought to us by sequencing the steps in their production. | *2 days* |

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|---|---|---|---|
| *6.1.2.EconET.1*<br>*6.1.2.EconET.4* | Identify key natural resources and show how they fuel our economic growth. | Visit other groups to learn how their goods are brought to consumers. | *2 days* |

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| *6.1.2.EconEM.2*<br><br>*6.1.2.EconEM.3* | Identify key natural resources and show how they fuel our economic growth. | Visit a farm to connect the natural resources found there to the goods that ultimately end up in our homes. | *1 day* |
| *6.1.2.CivicsPI.2*<br><br>*6.1.2.CivicsPI.6* | Show examples of community service jobs to relate new concepts to personal experience.<br>Learn how specialization occurs in work today. | View videos to identify eight different service jobs. | *1 day* |
| *6.1.2.EconET.5* | Use role playing to learn about the job duties of eight different service jobs. | Work with a group to create a skit for a service job. Present the skit with creativity and energy to inspire learning about each service job. | *3 days* |
| *6.1.2.EconEM.2*<br>*6.1.2.EconNE.2* | Appreciate the role service workers play in our complex economy. | Draw a picture and write a sentence about your favorite service job that you learned about. | *1 day* |
| *6.1.2.EconET.1* | Use reasoning skills to analyze the costs and benefits of purchasing goods. | Discuss experiences shopping and making decisions about purchasing items. | *1 day* |
| *6.1.2.EconET.4* | Give examples of one's own family activities to relate new concepts to personal experience. | Help students decide how to spend their money based on the costs and benefits of each choice. | *1 day* |

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| *6.1.2.EconEM.3* | Use reasoning skills to analyze the costs and benefits of purchasing goods. | Practice being a wise consumer by making responsible choices. | *2 days* |
| *6.1.2.EconEM.2* | Use reasoning skills to analyze the costs and benefits of purchasing goods. | List costs and benefits of purchasing a toy instead of a sandwich. | *1 day* |

| **Core Instructional & Supplemental Materials** | |
|---|---|
| **Texts** | **Notes** |
| Social Studies Alive! My Community | |
| My Community Social Studies Stories - Food from the Desert, Working in Central Park, Shopping for School | TCI website |
| On Our Nature Walk: Our First Talk About Our Impact on the Environment by Dr. Jillian Roberts. (Victoria, B.C.: Orca Book Publishers, 2020) | This incredible picture book conversation between an adult and child discusses pollution, what causes it, and how kids could improve things in their own communities. |
| The Great Kapok Tree by Lynne Cherry (NY: Harcourt, 2000) | When a man decides to cut down a large tree in a rainforest, the animals explain how they depend on the tree for their survival. Students learn about the importance of protecting natural resources. This book is a good read aloud and springboard for discussion on how living things are connected. |

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| Planet Patrol: A Kids' Action Guide to Earth Care by Marybeth Lorbiecki (MN: Two-Can Publishers, 2005) | Students take a journey around the world to learn about ecology, wildlife, habitats, natural resources, and conservation. This book explains how people can work together to save Earth's resources. A glossary, Internet resources, and many colorful photographs and illustrations make this book a good resource for teachers and students. |
| How Things are Made by Oldrich Ruzicka. (NY: Sterling Children's Books, 2016) | How was this made? Children have always wanted to know the answer to this question--and this fun and eye-catching book provides answers. With six large gatefolds and 26 booklets, it's chock-full of fun facts that take kids through the life cycle of everyday |

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| | objects like t-shirts, books, bread, chairs, and glassware. |
| Big Rigs by Candice Ransom (MI: Lerner, 2005) | Students learn interesting facts about tractor-trailer rigs and how they transport goods throughout the country. Color photographs, a glossary, diagrams, and maps are included. |
| I Stink by Kate McMullan. Illustrated by Jim McMullan. (New York: Harpercollins, 2002) | This book gives a humorous portrayal of garbage collection through the eyes of a garbage truck. Comical illustrations and clever text filled with onomatopoeia make this a great read-aloud |

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| You Can Use Money Wisely: Spend or Save? by Connie Colwell Miller. (MN: Amicus Illustrated and Amicus Ink, 2021) | Miles wants to buy some things and readers get to choose one of four financial paths for him to follow--each with a different ending and set of discussion questions. Part of the Making Good Choices series, this book helps children think through how to spend their money. |
| Goods and Services Around Town (Level K) | (EPIC Books) |

| **Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students** |
|---|
| *Specific Strategies and Practices that Support Students with Disabilities:*<br>• Use sounds from online sources or downloaded from the Internet to, or use sounds recorded from your community. Ask them to identify the sounds and tell which sounds are from nature and which sounds are made by people. Ask students to categorize sounds involving the three environments in the lesson: (beach, farm, rainforest. Include both sounds from nature—such as birds chirping, dogs barking, rain falling, and wind |

rustling leaves and sounds that are made by people—such as people talking, footsteps, traffic noises, noise of machinery, and music.

- Have students work together to create a mural or other product showing how food is brought from farms to stores. Allow them to draw pictures, cut them out of magazines, or print them from the Internet. Ask students to include transportation in the process of food coming from farms to stores. Ask them to make labels to identify the forms of transportation shown in the product.
- Use the Toolbar in the online text as a means of increasing reading comprehension. Assist students in a small group with reading and completing the Vocabulary section in their Student Journals. Keep a chart with products students learned about in the lesson that related to beaches, farms, or rainforests. Allow students to use this chart to complete the writing in the Show What You Know activity.
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

*Specific Strategies and Practices that Support Students with* **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

*Specific Strategies and Practices that Support Students* **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

*Specific Strategies and Practices that Support Gifted & Talented Students:*

- Help students identify one or more beaches, farmlands, and/or rainforests that have been damaged by pollution. Have

them identify a problem and potential solutions. Encourage students to discuss the materials, labor, time, and even money they might need for their solutions. Have students write a paragraph that tells about the problem and how they would solve it. An alternative approach is to have students identify causes and effects related to their selected problems. Use the "depth and complexity iconic prompts" as a tool for exploring cause and effect.

- Have students pretend they are the product made in their factory. Instruct them to write stories describing their trips from the factory to the store. They should describe how they were made on the assembly line, how they were transported, and how they feel waiting to be purchased at the store. Alternatively, students can write an informative piece sequencing the steps from natural resource to product or create an opinion piece on why their product is worth purchasing over the others in the lesson.

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

*Specific Strategies and Practices that Support English Language Learners:*

- After students categorize items they buy from stores in the Preview assignment, provide them with old magazines. Have students find additional pictures that would fit in each of the categories of food, clothing, and toys. Once they have cut and glued the pictures in the correct category columns, assist students in writing or copying the names of the objects.
- Share with students natural items—such as soil, leaves, twigs, water, fur, and feathers. Then share items that are made by people—such as a plastic bottle, glass jar, and newspaper. Have students name each item in English. Give visual examples of items found in the environments in the lesson (beach, farm, and rainforest). Ask students to categorize the items as "natural" or "made by people." For the categories of food, clothing and shelter that are in the lesson, have students name different types of each in English and their native language.
- Use the Toolbar in the online text as a means of increasing reading comprehension. Assist students in listing the five things that affect their everyday activities, the way they dress, and what they eat in their Hands-On Activity Notes. Pair students strategically so they can receive support with reading and writing during the lesson.
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls

- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Stage 1 Desired Results

**Unit 3: Geography**

**Unit Summary: Geography affects our communities including the elements found in various communities.**

## Unit Learning Targets

**NJSLS Standards:**

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). The actions of individuals and government affect decisions made for the common good.
- 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.CivicsPI.6: Explain what government is and its function.
- 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.
- 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.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 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.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 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.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 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.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 events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument on how and why communities change over time (e.g., locally, nationally, globally).
- 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.

**Social Studies Practices:**

Developing Questions and Planning Inquiry - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Engaging in Civil Discourse and Critiquing Conclusions- Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and

critiquing claims by analyzing the evidence and reasoning supporting them. LIstening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** (CLKS)**:**

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Computer Science & Design Thinking (**CS & DT**):** Embedded in learning activities

**Interdisciplinary Connections**

**Reading:**

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- 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.1.4. 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.
- Integration of Knowledge and Ideas
- 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.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A. Read grade-level text with purpose and understanding.
- RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Language:**

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Writing:**

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- Research to Build and Present Knowledge
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**Climate Change**:

**Holocaust & Amistad:**

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • How does geography affect our community?<br>• What is a community?<br>• How are communities similar and different?<br>• How do maps help us learn more about our community/areas we live? | • People in a community can work together to solve problems.<br>• Geography plays a factor into what type of community is found in an area. Understand and identify urban, rural, and suburban communities.<br>• Map reading skills assist in answering questions about community locations as well as the geography of different places. |
| **Students will know:** | **Students will be able to:** |
| • community<br>• map<br>• compass rose<br>• geography | • recognize the different elements of a community and the role our homes play in the community<br>• design a community that includes places to live, work, play, and solve problem |

| | |
|---|---|
| | • compare and contrast community elements to identify different types of community (rural, suburban, or urban)<br>• create a community badge to show elements important to a community<br>• identify and explain map features |

| Stage 2 Assessment Evidence |
|---|
| **Summative Assessments:**<br>Mapping a trip - follow directions on a map to plan a trip. Identify what supplies you would need -think about climate and geography in your area.<br>Make a poster or digital presentation to share information about your community. |
| **Formative Assessments:**<br>Community Quiz<br>Map Skill Quiz<br>Class Discussions<br>TCI Online Quiz<br>Teacher Observations<br>Activity Book Entries |
| **Common Benchmark Assessments:**<br>Teacher created district assessments |
| **Alternative Assessments:** Teacher created district assessments Seesaw -<br>"Guess Who" Community Helper (Activity)<br>Community Collage - using magazines or newspapers, students create a collage showing different communities (urban, rural, suburban) |

| Stage 3 Learning Plan | | | |
|---|---|---|---|
| **Standard** | **Skill** | **Learning Activities & Differentiation** (Asian American & Pacific Islanders, People with Disabilities, Diversity, Equity & Inclusion [DEI) | **Timeframe** (Days or Weeks) |
| *6.1.2.CivicsPI.1*<br>*6.1.2.CivicsPI.2*<br>*6.1.2.CivicsPI.6* | Identify important places in a community. | Recognize the different elements of a community and the role our homes play in the community. | *1 day* |
| *6.1.2.Geo.HE.2* | Design a fictional community. | Design a community that includes places to live, work, play, and solve problems. | *2 days* |
| *6.1.2.CivicsPI.4*<br>*6.1.2.CivicsPI.5* | Describe what people do in a community. | Combine all the Community Cards to create one huge community with the whole class. | *1 day* |
| *6.1.2.Geo.HE.2* | Record observations about the local community. | Design a badge that tells about life in your community. | *1 day* |
| *6.1.2.CivicsPI.4*<br>*6.1.2.CivicsPI.5* | Identify the features of rural, suburban, and urban communities. | Use visual clues to sort communities into three types: rural, suburban, and urban. | *1 day* |
| *6.1.2.HistorySE.3* | Determine the relative location and population densities of rural, suburban, and urban communities. | Board a helicopter and fly over six different communities. For each, decide which type of community it is (rural, suburban, or urban). | *1 day* |
| *6.1.2.HistoryCC.1* | Compare and contrast features of different types of communities. | Model three types of communities and analyze photographs of people living, working, and having fun in these communities. | *2 days* |

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|---|---|---|---|
| *6.1.2.HistoryCA.1* | Compare and contrast features of different types of communities.<br>Identify advantages and disadvantages of different types of communities. | Visit relatives in three types of communities and write about how you might spend the day in each one. | *1 day* |
| *6.1.2.Geo.SV.2*<br>*6.1.2.Geo.SV.4* | Locate places on a map.<br>Use a map grid, map key, and compass rose.<br>Follow cardinal directions. Trace a route on a map.<br>Create maps. | Identify different kinds of maps and when we would use them.<br>Explore the key components of a map. | *1 day* |
| *6.1.2.Geo.SV.3* | Use a map grid, map key, and compass rose.<br>Follow cardinal directions. Trace a route on a map. | Use map reading skills to answer questions about three different locations. | *2 days* |
| *6.1.2.Geo.HE.3* | Create maps. | Create a map of your community by drawing your community and labeling all the different key components of your map. | *2 days* |
| *6.1.2.GeoPP.1*<br>*6.1.2.Geo.SV.2*<br>*6.1.2.Geo.SV.3* | Identify and locate geographic features on a physical map.<br>Apply knowledge of geographic features in a game. | With a group, act out one physical feature—lake, mountain, plain, ocean, desert, valley, river, or island—while the rest of the class guesses which feature is being depicted. | *2 days* |

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| *6.1.2.Geo.SV.1*<br>*6.1.2.Geo.SV.4* | Use a political map of the United States to identify the location of various US states. | Use a political map of the United States to answer questions and learn more about the states. | *2 days* |

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| *6.1.2.Geo.HE.1*<br>*6.1.2.Geo.HE.3*<br>*6.1.2.Geo.GI.2* | Identify and locate geographic features on a physical map. | Design your own continent to show you understand key physical features. | *1 day* |
| *6.1.2.Geo.HE.2*<br>*6.1.2.Geo.HE.3*<br>*6.1.2.Geo.SV.1*<br>*6.1.2.HistoryCC.1*<br>*6.1.2.HistoryCC.3* | Identify New Jersey's state symbols.<br>Use maps to identify NJ's physical and human-made features.<br>Make inferences about how past events, individuals, and innovations affect us today. | Look at New Jersey's state seal and flag.<br>Read about Famous New Jerseyans (Marion "Strong Medicine" Gould, Nellie Morrow Parker, Milt Campbell, William Carlos Williams).<br>Play a question game using the map of NJ. | *5 days* |

| **Core Instructional & Supplemental Materials (including various levels of texts)** | |
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| **Texts** | **Notes** |
| Social Studies Alive! My Community | |
| Map of Town - Google Maps | |
| My World: Places in My Community | (EPIC Book) |
| My World: Helpers in My Community | (EPIC Books) |

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| So Many Places to Go by Janet Kaderli. Illustrated by Meredith Johnson. (Austin: Steck Vaughn, 2002) | Students follow a family as they run errands in the community. Students identify the bakery, the library, the post office, an office, the grocery store, and a park. |
| The Long Way to a New Land by Joan Sandin (New York: HarperCollins, 1986) | Faced with the threat of starvation, a Swedish family immigrated to the United States in 1868 to seek a new life. |
| Most People by Michael Leannah. Illustrated by Jennifer E. Morris. (Thomaston, Maine: Tilbury House Publishers, 2017) | This award-winning book takes readers through the crowded streets of an urban day in the company of |

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| | two pairs of siblings. They spend time in their community and come to believe that despite appearances or mistakes of the past, “Most people want to make other people—even strangers—feel good. Most people are very good people." |
| Katie Woo's Neighborhood by Fran Manushkin and Laura Zarrin. Illustrated by Laura Zarrin. (Mankato, Minnesota: Picture Window Books, 2020) | Katie Woo loves her community. But it's not just the parks, stores, and services that make the neighborhood great—it's all of the people who build the community and make it work. With every new neighbor Katie meets, she's inspired to find new ways to be an awesome neighbor herself! |
| The Smallest Girl in the Smallest Grade by Justin Roberts. Illustrated by Christian Robinson. (New York: G.P. Putnam's Sons Books for Young Readers, 2014) | “Hardly anyone noticed young Sally McCabe; she was the smallest girl in the smallest grade.” But Sally notices everything, including how students help or hurt their classroom community based on their words and actions. One day, Sally decides to make herself heard. When she takes a chance and stands up for equality, she finds that one small girl can make a big difference in a school community. |

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| Families Families Families by Suzanne Lang. (Picture Corgi, 2015) | Discover a whole host of silly animal families in this hilarious celebration of the love found in diverse families everywhere. This book is a safe way to open up dialogue on different kinds of family dynamics and inclusivity in communities throughout America. |
| Lost and Found Cat: The True Story of Kunkush's Incredible Journey by Doug Kuntz and Amy Shrodes. Illustrated by Sue Cornelison. (New York: Crown Books for Young Readers, 2017) | Based on the real story of an Iraqi family who became separated from the cat they loved too much to leave behind, this heartwarming true story of one lost cat's journey to be reunited with his refugee family shows how ordinary people throughout the world can help with compassion and hope. A |

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| | worldwide community comes together to spread the word on the internet and in the news media, and after several months, the impossible happens—Kunkush's family is found, and they finally get their happy ending in their new home. |
| Whose Hands Are These?: A Community Helper Guessing Book by Miranda Paul. Illustrated by Luciana Navarro Powell. (Minneapolis: Millbrook Press, 2016). | The hands in this book—and the people attached to them—do all sorts of helpful work. And together, these helpers make their community a safe and fun place to live. Can you guess all the jobs based on the actions of these busy hands? This is part of a series of community-focused books that includes Whose Hat is This?, Whose Tools Are These?, Whose Vehicle is This?, Whose Shoes Are These?, and Whose Coat is This? Students will enjoy them all! |

**Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

*Specific Strategies and Practices that Support Students with Disabilities:*

- Modify the Activity Notes for students. For the Hands-On Activity Notes, provide students with three pairs of unmatched problems and solutions, and ask students to match them. For the Summary, ask students to complete the badge for only two of the four types of places.
- Have pairs read and complete only one or two sections of their Activity Notes. Then use the Answer Key to debrief all the answers as a class and to answer questions.\
- When working with maps, provide one-step directions for them to follow until they have mastered the use of the compass rose. For example, tell students: Start at the bank and go east. Then ask: Where will you be? Add subsequent directions as students are ready.
- Use of visual and multisensory formats- Hands on Activity (found in student activity book)
- Use of assisted technology - Read to Me texts on Epic

- Use of prompts
- Modification of content and student products - Highlight important information in student text
- Testing accommodations - repeat directions/questions as needed
- Authentic assessments - modified project requirements

*Specific Strategies and Practices that Support Students with* **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

*Specific Strategies and Practices that Support Students* **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

*Specific Strategies and Practices that Support Gifted & Talented Students:*

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction - conduct research on history of our community
- Independent study - research project
- Higher-order thinking skills
- Interest-based content - Lesson Games (TCI website)
- Student-driven instruction (creation of slide shows)
- Real-world problems and scenarios

*Advanced Learners*

Have students continue their study of their community by creating posters about the community's past and present. Have students examine old and recent newspapers for information on what the community was like long ago and what the community is like today. Students should present their findings in text and drawings on their own posters. Encourage

volunteers to present their posters to the class.

Allow students to extend the Show What You Know activity by creating a map of a room in their home. Have them draw their maps and create a labeled grid with nine or more squares. Have students create their own map keys with six or more symbols for items in their rooms. Then have students develop five or more questions that ask classmates to locate items on their map. Encourage students to exchange maps with a partner and answer the partner's questions.

*Specific Strategies and Practices that Support English Language Learners:*

- Pre-teaching of vocabulary and concepts (Vocabulary cards on TCI website)
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

*English Learners*
When discussing the different places in a community, have students draw pictures of themselves or their families in each of those places that are specific to their lives. For example, they can draw and label themselves and their families in their own home, a place they go to have fun, and a place where a family member works. This personal connection will help students transfer the concepts to the fictional community they help create during the activity.

Point out that English words are often similar to words in other languages. For example, in Spanish the word rural is rural, suburban is suburbano, and urban is urbano. Tell students that when they see an unfamiliar word, they should think about whether they know a word in their first language that looks like it. Additionally, pause the video to give students more time to read and answer their journal questions.

Start by pre-teaching the vocabulary terms (map key, symbol, map grid, compass, compass rose) in context to familiarize students with using them throughout the lesson. Consider allowing students to work in small groups (instead of just pairs) for the map activities. Make sure to provide visuals and gestures as you are modeling cardinal directions.

## Stage 1 Desired Results

**Unit 4: History**

**Unit Summary: History is a study of the past to understand more about our communities. families, and traditions.**

## Unit Learning Targets

**NJSLS Standards:**

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 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).
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 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.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 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.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 events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument on how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 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.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

**Social Studies Practices:**

Developing Questions and Planning Inquiry - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative

information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Presenting Arguments and Explanations - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Taking Informed Action - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills:**

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Computer Science & Design Thinking:** Embedded in learning activities

**Interdisciplinary Connections:**

*Reading:*

- 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.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Integration of Knowledge and Ideas
- 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.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A. Read grade-level text with purpose and understanding.

- RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*Language:*

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

*Writing:*

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Climate Change:** Embedded in learning activities

**Holocaust & Amistad:**
6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
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| • How can we learn about Native American Cultures?<br>• How do families learn about their past?<br>• How do communities change?<br>• How does one community change? | • Native Americans are the original people of America.<br>• There are many kinds of families. Each passes on its history through traditions and customs, even after moving far distances.<br>• Students will learn about tools they can use to research the Native American groups that lived in their area.<br>• Communities grow bigger as people move to them. They also get smaller as people move away.Different things can impact how a community changes over time.<br>• A timeline shows how communities have changed over time. |
| **Students will know:**<br>• colony<br>• tribe<br>• family<br>• siblings<br>• adopt<br>• generation<br>• immigrant<br>• rebuild<br>• earthquake<br>• future<br>• past<br>• present<br>• primary source<br>• timeline | **Students will be able to:**<br>• recreate primary source images to compare Native American cultures<br>• learn about the history and traditions of families who have immigrated to the United States<br>• analyze graphs to find out how communities change over time<br>• use visual clues from historical images to create a timeline<br>• conduct an inquiry to discover how you can be a historian |

## Stage 2 Assessment Evidence

**Summative Assessments:**

Create a piece of art for a museum celebrating immigrants.
Make a model of a community building you would rebuild using various materials. Make a timeline to show how a city changes/make a timeline of events in your life.

**Formative Assessments:**

Lenape Art Analysis

TCI Online Quiz

Class Discussions

Teacher Observations

Activity Book Entries

**Common Benchmark Assessments:**

Teacher created district assessments

**Alternative Assessments:**

Teacher created district assessments

Online TCI Station Activity - Complete graphs to answer questions about two communities and how they change over time.

## Stage 3 Learning Plan

| **Standard** | **Skill** | **Learning Activities & Differentiation** (Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL) | **Timeframe** (Days or Weeks) |
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| *6.1.2.HistoryCC.3* | Use historical observation skills to make claims about Native | Apply key art concepts—line, pattern, shape, size, color, and balance—to interpret a photograph of a Lenape woman wearing a woven cape. | *1 day* |

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| | American artifacts and back your claims with evidence. | | |
| *6.1.2.Geo.SV.2* | Interpret primary sources to compare and contrast cultures from past to present. | Complete images of four Native American cultures and discover the similarities and differences between the four groups. | *2 days* |
| *6.1.2.Geo.SV.3*<br>*6.1.2.Geo.SV.4* | Appreciate how Native American cultures have survived through the centuries and continue to thrive today. | Find out what Native land your community is on and research the Native American culture from that area. | *1 day* |
| *6.1.2.Geo.SV.3*<br>*6.1.2.Geo.SV.4* | Use historical observation skills to make claims about Native American artifacts and back your claims with evidence. | Observe four different Native American artifacts and draw their missing parts. Determine where they came from and support your claim with evidence. | *1 day* |
| *6.1.2.HistoryCC.3* | Locate places on a map. | Locate six countries on the world map by using visual clues from their flags. | *1 day* |
| *6.1.2.Geo.SV.3*<br>*6.1.2.Geo.SV.4* | Analyze images to show how people share pride in their culture. | Learn about six different countries and their immigrant population's history in the United States. | *2 days* |
| *6.1.2.Geo.SV.2* | Identify something special about communities | Create a piece of art celebrating immigrants and their contributions. | *2 days* |

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| *6.1.2.HistoryCC.1*<br><br>*6.1.2.HistoryCC.3* | Identify the factors that cause a community to grow and change. | Learn to interpret and to create a bar graph. | *1 day* |

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| *6.1.2.CivicsPI.4* | Explain the reasons communities get bigger or smaller. | Read graphs to understand how two communities differ and how each has changed over time. Then, choose which of the two communities you would like to live in based on what you've learned. | *2 days* |
| *6.3.2.CivicsPD.1*<br>*6.1.2.HistorySE.3* | Identify causes and effects of changes in the local community. | Connect what you learned about how communities change to your own community. | *2 days* |
| *6.1.2.HistoryCC.1* | Analyze historical photographs and illustrations. | Analyze a primary source map of San Francisco in 1878 and uncover fascinating visual clues showing how the city changed over time. | *1 day* |
| *6.1.2.HistoryCA.1* | Analyze historical photographs and illustrations. | Analyze historical images of San Francisco from long ago to today. The clues you uncover will help you arrange the images along a timeline. | *2 days* |
| *6.1.2.HistoryCC.3* | Sequence historical events on a timeline. | Gather information to create a timeline for something that happened in your community. | *2 days* |
| *6.1.2.HistorySE.3* | Sequence historical events on a timeline. | Create a timeline that shows important events from your life. | *1 day* |

| **Core Instructional & Supplemental Materials (including various levels of texts)** | |
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| Texts | Notes |

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| Plymouth Rocks!: The Stone-Cold Truth by Jane Yolen. Illustrated by Sam Streed. (Charlesbridge, 2020) | The history of Plymouth Rock is explained--by the rock itself. Playful, clever verses offer a comprehensive window into the events leading up to the 1620 landing and beyond, dispelling common misconceptions along the way.<br>Alternating with Rock's poems is a witty analysis of the truthfulness of its statements, told in the |

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| | voice of the Fact Checker. Truly a book for today's savvy media consumers. |
| When the Shadbush Blooms by Carla Messinger and Susan Katz. Illustrated by David Kanietakeron Fadden. (Lee & Low Books, 2020) | This picture book explores the way of life for the Lenapes. In this book, a young girl of Lenape heritage acknowledges her ancestry and the traditions that have passed down through the generations. As she fishes and gathers berries, she recognizes that long ago a young girl like her also did the same things. |
| We Are Water Protectors by Carole Lindstrom. Illustrated by Michaela Goade. (Roaring Brook Press, 2020) | This inspiring book is about the importance of water, both long ago and today, for indigenous peoples. Through its depiction of water and the moving prose, readers reflect on their own connectedness to water and their role as a water protector in our country. |

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| The Chumash (Spotlight on the American Indians of California) by Dorothy Jennings. (PowerKids Press, 2018) | Readers will discover the traditional beliefs and customs of the Chumash Indians of California through this informative book. Students can learn about the resources used by the Chumash, the tools and crafts they made, their homes and villages, and their social structure. |
| The Keeping Quilt by Patricia Polacco. (Simon & Schuster Books for Young Readers, 2013) | This is the heartwarming biography of four generations of the author's own immigrant Jewish family from Russia and the unique quilt that wraps all of the generations together. This VIDEO shows the author sharing the actual keeping quilt from her family that inspired the book. |

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| S is for Shamrock by Eve Bunting. (Sleeping Bear Press, 2007). | This book gives readers a guided A-Z tour of Ireland. Eve Bunting, Irish native and children's book author, brings the magic, mystery, and culture of the Emerald Isle to life for her readers through this classic book. |
| All About the Philippines: Stories, Songs, Crafts, and Games by Gidget Roceles Jimenez. Illustrated by Corazon Dandan-Albano. (Tuttle Publishing, 2017) | Learn about how kids in different parts of the Philippines come from many different ethnic groups and have very various cultures—each with separate traditions, languages, and beliefs—and yet, they are all of Filipino ancestry. |
| http://teacher.scholastic.com/activities/immigration/young_immigrants/index.htm | Hear the first-person stories of five students from the Ukraine, South Korea, Sierra Leone, India, and Mexico who have recently immigrated to the United States. There are videos of each student sharing details about their families and their past and present life experiences. |

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| https://www.knowitall.org/series/kids-work | Kids Work! is a virtual community of workplaces designed to give elementary students an interactive job exploration experience that connects school work to real work. View the profiles from real professionals, engage in job play, and experience the interactive “Kids Work” virtual jobs found on the website |

**Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

*Specific Strategies and Practices that Support Students with Disabilities:*

- During the Hands-On Activity, help students identify the correct picture before coloring it. Also, consider writing a summary of how each tribe lived and providing the summaries to these students as they complete the activity.
- In preparation for the Show What You Know, practice the skill of providing evidence for claims by using topics that are relatable and meaningful to students, such as "Dogs make great pets" or "Cartoons can be educational." Ask them to support the claim with their reasoning and evidence. This will help students complete the claims and evidence assignment in their Student Journals with more success and confidence.
- Use the Toolbar in the online text as a means of increasing reading comprehension. Read each Native American tribe name aloud with these students in advance, and go over the pictures on the handouts. For the Show What You Know, assist students in a teacher-facilitated small group discussion on claims and evidence. Record students' responses to the evidence they have on where artifacts came from on a T-Chart and post it in a visible location in the classroom for students to use in discussions, as well as when they are writing their claims and evidence in their Student Journals.
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

*Specific Strategies and Practices that Support Students with* **504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

*Specific Strategies and Practices that Support Students* **Students at Risk of Failure**

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

*Specific Strategies and Practices that Support Gifted & Talented Students:*

**Specific examples applied to the unit**

- Bring in more images of Chumash cave paintings and pass images around the class. You can attain more images from books or through the Internet. After students have seen the pictures, lay out a long piece of butcher paper and tape it to the wall. You can do this outdoors to prevent a mess in the classroom. Provide students with crayons, colored pencils, and markers. Students can draw on butcher paper as the Chumash would have created cave paintings. Then, have students write about this art as if it were recently discovered by archaeologists. For a

multimedia approach, students can record a video as if they were a documentary crew filming a special on the newly-discovered cave art.

- Have students work collaboratively with students with special education needs to create museum exhibits in the classroom. Museum exhibits should be centered around the lesson's Essential Question: "How do families learn about their past?" Provide students with appropriate resources for researching and a list of approved product choices for displaying their knowledge through their museum exhibit. Give the class an opportunity to present formally and in a public setting the class museum exhibition.
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

*Specific Strategies and Practices that Support English Language Learners:*

- Before the Preview, review the art vocabulary words-pattern, line, symmetry, size, shape, and color- with students, and give them concrete examples and experiences using these concepts. Explicitly teach these words, along with the definitions and meanings of the words in the Vocabulary section using Total Physical Response, or TPR. Say the new vocabulary word for the students while using gestures, facial expressions, props or body movement to illustrate the meaning of the word. Have all students mimic the same gestures, facial expressions, use of props or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the movement. Vary this activity by then doing the action and while students say the word. Then, write the word or phrase where all students can see it so that students can make the connection between oral and written words.
- Set a tone of positivity and respect for immigrants and their pasts by encouraging students to share their families' experiences in a manner most comfortable to them. Ask them to point out (or show them) the locations of their native countries on the map in the Preview. Chart their responses to the question, "How do families learn

about their past?" and record students' responses so it becomes a word bank for later use in the Show What You Know plaque activity. Consider pairing English Learners with fluent student readers or adults during the Hands-On Activity stations. Encourage students to look at the image first, identify what they see using keywords, and then find those keywords in the captions. This will reduce the amount of reading required to be successful in the stations.

- Have students keep a "Community Picture Vocabulary" book throughout the lesson. Throughout the lesson, have them add or copy new community vocabulary terms and draw appropriate pictures to represent them. For example, their books might include a police station, fire station, library, and doctor's office. This will help students begin to learn the names of places in their community. If appropriate, allow students to select their current community or their families' previous communities when completing the writing and drawing for the Show What You Know.
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups