



Willingboro Public Schools

“Where Excellence is the Expectation”

Willingboro Public Schools Curriculum template.pending review

Revised **June, 2022**
name - Supervisor of ?

Curriculum template.pending review
(From [New Jersey Student Learning Standards](#))

<insert NJSLS Curriculum Overview Here>

Course Sequence/Table of Contents:

1	Unit 1: My Class, My Community
2	Unit 2: Cultural Traditions
3	Unit 3: Making Changes: Past and Present
4	Unit 4: Our Place in the World
5	Unit 5: Making Good Choices
5	Appendix A: Instructional Best Practices and Exemplars
6	Appendix B: Exemplars and Explanations
7	Appendix C: <subject area> Classroom Philosophy, Schedule, Structure, and Expectations

Click here for the <course title> Pacing Guide.

Within each unit, please find:

❖ **Unit Overview**

- **Content Standards**
- **District/School Tasks**

❖ **What This May Look Like**

- **Essential Questions**
- **Enduring Understandings**
- **Assessment**
 - District/School Formative Assessment Plan
 - District/School Summative Assessment Plan
- **Focus Mathematical Concepts**
 - Prerequisite skills/Foundational Standards:
 - Focus Grade Level Standards
- **Vocabulary**

➤ **Suggested Resources**

➤ **Instructional Best Practices and Exemplars**

❖ **Integrated Accommodations and Modifications**

➤ **Differentiation**

- Differentiation - Special Education
- Differentiation - ELL
- Differentiation - At Risk
- Gifted and Talented
- 504 Plan

➤ **Interdisciplinary Connections**

➤ **Computer Science and Design Thinking**

➤ **Career Readiness Practices**

➤ **Pacing Guide Link**

This was modeled after the NJSLS Document

Overview	Content Standards	Unit Focus
<p>Unit 1</p> <p>My Class, My Community</p>	<ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1 ● 6.1.2.CivicsPD.2 ● 6.1.2.CivicsDP.2 ● 6.1.2.CivicsPR.1 ● 6.1.2.CivicsPR.2 ● 6.1.2.CivicsPR.3 ● 6.1.2.CivicsPR.4 ● 6.1.2.CivicsCM.1 ● 6.1.2.CivicsCM.2 ● 6.1.2.CivicsCM.3 ● 6.1.2.HistoryUP.2 ● 6.1.2.HistoryUP.3 	<p>During Unit 1, students will be introduced to my class, my community. Students will learn about communities, rules and ways to make good choices in how we treat others.</p>
<p><i>Unit 1:</i></p> <p>Suggested Open Educational Resources</p>	<ul style="list-style-type: none"> ● Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) ● <i>Foundations of Democracy: Learning About Authority</i> (Center for Civic Education, 1999) ● <i>The Sneetches</i> (Seuss, 1961) ● <i>We Can Get Along: A Child's Book of Choices</i> (Payne, 1997) ● <i>Stand Tall Molly Lou Melon</i> (Lovell, 2001) ● <i>Bullies Never Win</i> (Cuyler, 2009) 	
<p>Unit 2</p> <p>Cultural Traditions</p>	<ul style="list-style-type: none"> ● 6.1.2.CivicsDP.1 ● 6.1.2.CivicsDP.3 ● 6.1.2.HistoryCC.1 ● 6.1.2.HistoryCC.3 ● 6.1.2.HistoryUP.2 ● 6.1.2.HistorySE.1 	<p>During Unit 2, students will be introduced to cultural traditions. Students will learn about diversity and how both families and schools around the world are similar and different.</p>
<p>Suggested Open Educational Resources</p>	<ul style="list-style-type: none"> ● Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) ● <i>Uncle Sam and Old Glory</i> (West, 2000) 	

Overview	Content Standards	Unit Focus
<p>Unit 3</p> <p>Making Changes: Past and Present</p>	<ul style="list-style-type: none"> ● 6.1.2.HistoryCC.3 ● 6.1.2.HistoryUP.1 ● 6.1.2.HistoryUP.2 ● 6.1.2.HistoryUP.3 ● 6.1.2.HistorySE.1 ● 6.1.2.CivicsDP.2 ● 6.1.2.CivicsPR.4 ● 6.1.2.CivicsCM.1 ● 6.1.2.CivicsCM.2 ● 6.1.2.CivicsCM.3 	<p>During Unit 3, students will be introduced to changes in the past and the present. Students will learn how life was different long ago, civic virtue, and ways to resolve conflicts.</p>
<p><i>Unit 3:</i></p> <p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> ● Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) ● <i>The Butter Battle Book</i> (Seuss, 1984) 	
<p>Unit 4</p> <p>Our Place in the World</p>	<ul style="list-style-type: none"> ● 6.1.2.GeoPP.1 ● 6.1.2.Geo.SV.1 ● 6.1.2.Geo.SV.2 ● 6.1.2.Geo.SV.3 ● 6.1.2.Geo.SV.4 ● 6.1.2.Geo.HE.1 ● 6.1.2.Geo.HE.2 ● 6.1.2.Geo.HE.3 ● 6.1.2.Geo.HE.4 ● 6.1.2.Geo.GI.2 ● 6.3.2.GeoGI.1 ● 6.3.2.GeoGI.2 	<p>During Unit 4, students will be introduced to the idea of our place in the world. Students will learn about maps, globes and the geography of their neighborhoods.</p>
<p><i>Unit 4:</i></p> <p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> ● Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) ● <i>Town Mouse, Country Mouse</i> (Brett, 1994) ● <i>Fly Away Home</i> (Bunting, 1993) ● <i>Mapping Penny's World</i> (Leedy, 2000) 	

Overview	Content Standards	Unit Focus
<p><i>Unit 5</i></p> <p>Making Good Choices</p>	<ul style="list-style-type: none"> ● 6.1.2.EconET.1 ● 6.1.2.EconET.2 ● 6.1.2.EconET.3 ● 6.1.2.EconEM.2 ● 6.1.2.EconEM.3 ● 6.1.2.EconNE.1 	<p>During Unit 5, students will be introduced to making good choices. Students will learn the differences between wants and needs. They will also learn about resources, scarcity, and bartering.</p>
<p><i>Unit 5:</i></p> <p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> ● Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) 	

Unit 1: My Class, My Community

Overview

During Unit 1, students will be introduced to my class, my community. Students will learn about communities, rules and ways to make good choices in how we treat others.

Essential Questions

- What is a community?
- Why do we need rules?
- How should people in our community be treated?
- How does understanding the ways we are alike help us to appreciate our differences?
- How do we make decisions in a community (democracy)?
- How do we make good choices in how we treat others?

Enduring Understandings

- A community is a group of people working together towards the same goal.
- Rules are necessary to maintain order, resolve conflicts and ensure that everyone is treated fairly.
- Members of a community should learn to resolve problems in a peaceful manner.
- Power is the ability to make someone do what you want.
- Authority includes the right to exercise power.
- Parents and teachers have the right to exercise power to protect and support children.
- Some choices, like sharing and being respectful, are better because that is the way we would like to be treated.
- Someone who is exercising power through fear or intimidation has no authority and is bullying.
- Each person has the right to be happy and deserves to be treated with respect and dignity.
- We respect others when we listen to, consider and make choices that value their wishes and interests.

Unit 1: My Class, My Community

Content Standards

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

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Unit 1: My Class, My Community

Content Standards

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.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

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

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

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

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Unit 1: My Class, My Community

Content Standards

Core Ideas

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

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

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

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

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

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

Student Learning Objectives

Students will...

- Describe a community.
- Explain how we can show respect for the uniqueness of ourselves and the uniqueness of others.
- Explain the role of community helpers.
- Identify ways people in the school/community should be treated and explain why.
- Explain how we make fair choices and decisions.
- Explain how we can resolve conflict in our community.
- Explain why we need rules.
- Describe what a world would be like without rules.
- Explain what makes a good, fair rule.

- Make a list of good rules for the classroom.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Provide repetition and practice. • Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions • Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> • Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. 	

<ul style="list-style-type: none"> ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
<p style="text-align: center;">Interdisciplinary Connections</p>	<p style="text-align: center;">Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. ● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. ● RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. ● 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.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL.1.6. Produce complete sentences when appropriate to task and situation. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 2. <input type="checkbox"/> Collaborating Around Computing and Design 3. <input type="checkbox"/> Recognizing and Defining Computational Problems 4. <input type="checkbox"/> Developing and Using Abstractions 5. <input type="checkbox"/> Creating Computational Artifacts 6. <input type="checkbox"/> Testing and Refining Computational Artifacts 7. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. ● 8.2.2.ITH.3: Identify how technology impacts or improves life.
<p style="text-align: center;">Career Readiness, Life Literacies and Key Skills</p>	

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4 Life Literacies and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Climate Change

Addressed in Unit 4

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>



District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> Students will identify the actions that were unfair or discriminatory in the text, <i>The Sneetches</i> or <i>Stand Tall Molly Lou Melon</i>, and identify actions in their lives that have been unfair or discriminatory. Students will draw an image or write about how they would stop a bully who was teasing them. Review hypothetical “unfair” classroom and school rules. Have students identify the problems with the rules. Conclude that a good rule or law must be fair, clear, possible to follow, enforceable, consistent with constitutionally guaranteed individual rights, flexible and have a legitimate purpose. <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) Exit tickets, rotational activities (stations), quizzes, and small group activities Classwork, homework, group work (formative assessment) Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> Students develop “good” rules for the classroom. Divide the class into committees to each develop a class rule that meets the criterion of a good rule, have all members of the class vote on the best rules for the class, Grade One Social Studies 2 post the rules publicly in the room for all to see, share them with your principal and send them home to parents. Students write short opinion pieces that explain why these rules are necessary and good. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
<p>Targeted Academic Vocabulary</p>	
<ul style="list-style-type: none"> Authority Bullying Community Conflict Consensus Decision 	

- Fair
- Justice
- Law
- Neighborhood
- Respect
- Resolve
- Rule

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> ● See Formative/Summative Assessment 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> ● Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> ● <i>Foundations of Democracy: Learning About Authority</i> (Center for Civic Education, 1999) ● <i>The Sneetches</i> (Seuss, 1961) ● <i>We Can Get Along: A Child's Book of Choices</i> (Payne, 1997) ● <i>Stand Tall Molly Lou Melon</i> (Lovell, 2001) ● <i>Bullies Never Win</i> (Cuyler, 2009) ● What Can a Citizen Do? (Diversity, Equity and Inclusion) ● How Citizens Can Help Change Laws (Diversity, Equity and Inclusion/Amistad) ● Power Up with Kindness! (Diversity, Equity and Inclusion) ● Why Do We Need Rules?-ReadWorks ● Creating a Caring Classroom (SEL)
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 2: Cultural Traditions

Overview

During Unit 2, students will be introduced to cultural traditions. Students will learn about diversity and how both families and schools around the world are similar and different.

Essential Questions

- What is diversity?
- How are families around the world similar and different?
- How are schools around the world similar and different?
- How is my community a diverse place
- How does diversity make my community a better place?
- How are the significance of American holidays and symbols?

Enduring Understandings

- Each human being has qualities that make him or her unique.
- A family includes a group of people usually of common ancestry living together.
- Families around the world have similarities (individual members care about other members of the family) and differences (food, homes, cultures).
- Schools reflect the families in their communities.
- Diversity is the inclusion of different types of people (of different races or cultures).
- Diversity benefits society because it brings new ideas and new ways of thinking and forces us to be more accepting of differences.
- American holidays have a historical significance and are celebrated with different traditions and symbols.
- Families celebrate holidays and symbols that reflect their history and culture.

Unit 2: Cultural Traditions

Content Standards

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

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

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

Unit 2: Cultural Traditions

Content Standards

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.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Core Ideas

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

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

Understanding the past helps to make sense of the present.

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

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

Student Learning Objectives

Students will...

- Understand the value in diversity.
- Explain how families around the world are similar and different.
- Explain how schools around the world are similar and different.
- Explain the significance of American holidays and symbols.

- Describe different holidays around the world.
- Describe how a community is a diverse place.
- Explain how diversity makes a community a better place.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Provide repetition and practice. • Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions • Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time

Gifted and Talented Students	504 Plan
<ul style="list-style-type: none"> ● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections	Computer Science and Design Thinking
<p>ELA Standards</p> <ul style="list-style-type: none"> ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● RI.1.7. Use the illustrations and details in a text to describe its key ideas ● W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● 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.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL.1.6. Produce complete sentences when appropriate to task and situation. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 8. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 9. <input type="checkbox"/> Collaborating Around Computing and Design 10. <input type="checkbox"/> Recognizing and Defining Computational Problems 11. <input type="checkbox"/> Developing and Using Abstractions 12. <input type="checkbox"/> Creating Computational Artifacts 13. <input type="checkbox"/> Testing and Refining Computational Artifacts 14. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. ● 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Career Readiness, Life Literacies and Key Skills	

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4 Life Literacies and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Climate Change

Addressed in Unit 4

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> • Students identify groups to which they belong and chart them on a pie graph. Students compare and contrast their group memberships to those of their classmates. • Students explain how national celebrations (e.g., July 4th) and symbols (American flag, Statue of Liberty) are part of our national identity. <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Students collect artifacts (photos, dishes, clothing, candles, letters) from their families that demonstrate family traditions and holidays and bring them to class. Compare and contrast different family traditions and celebrations. Using National Geographic or similar publications, have students identify and compare Grade One Social Studies 6 illustrations of homes, schools, clothes, food, activities and holidays from different countries. Reinforce geographic understandings of why buildings, clothes and food might be different. Students explore these artifacts and illustrations and complete a written/drawn reflection highlighting similarities and differences, using a T chart with the headings ‘How we are Alike and How we are Different’. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
<p>Targeted Academic Vocabulary</p>	
<ul style="list-style-type: none"> • Community • Culture • Different • Diverse • Diversity • Holidays • Inclusion • Significance • Similar • Symbols • Traditions 	

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> See Formative/Summative Assessments 	<p>District-Mandated Resources</p> <ul style="list-style-type: none"> Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> <i>Uncle Sam and Old Glory</i> (West, 2000) Holidays (Diversity, Equity and Inclusion) Eid al Fitr: All About the Holidays (Diversity, Equity and Inclusion) Dia de los Muertos (Diversity, Equity and Inclusion) Anansi’s Rescue from the River: African American Culture (Amistad) World Cultures Collection (Diversity, Equity and Inclusion) Caring Makes a Difference (Holocaust) Chinese New Year-ReadWorks (AAPI) What is Juneteenth?-ReadWorks (Amistad) Kwanzaa-ReadWorks (Amistad) Dwayne “The Rock” Johnson and Siva Tau-ReadWorks (Diversity, Equity and Inclusion)
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 3: Making Changes: Past and Present

Overview

During Unit 3, students will be introduced to changes in the past and the present. Students will learn how life was different long ago, civic virtue, and ways to resolve conflicts.

Essential Questions

- How was life different long ago?
- How have the actions of people in the past affected the present?
- How have people in the past responded to unfair actions/behaviors?
- What is the common good?
- What is civic virtue?
- How have people resolved conflicts in the past?
- How do individuals and groups make positive changes in their communities?

Enduring Understandings

- Life was different long ago: homes, families and schools have changed over time.
- Individuals and groups have not always been fair to each other in the past.
- The actions of some individuals and groups in the past, in response to unfairness and injustice, have made our community a better place.
- The common good is what helps the broader society or most members of a given community, rather than individual interests.
- Civic virtue is behaving and making decisions that considers the broader needs of society.
- When you work to help others and to promote the common good, you are demonstrating civic virtue.
- I can make my community a better place by respecting others and taking action in response to unfair actions/behaviors.
- In resolving a conflict, it is important to recognize each other's point of view.
- Recognizing how we are similar helps us to find common ground for understanding our differences.

Unit 3: Making Changes: Past and Present

Content Standards

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.

Unit 3: Making Changes: Past and Present

Content Standards

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.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.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 3: Making Changes: Past and Present**Content Standards****Core Ideas**

Understanding the past helps to make sense of the present.

Two or more individuals can have a different understanding of the same event.

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

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

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

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

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

Student Learning Objectives

Students will...

- Compare and contrast life today with life long ago.
- Explain how the actions of people in the past have affected the present.
- Describe how people in the past responded to unfair actions and/or behaviors.
- Explain what is civic virtue.
- Describe how people can resolve conflicts.
- Describe a common good.
- Explain how individuals and groups can make positive changes in their communities.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student's IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task Model frequently Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. 	

<ul style="list-style-type: none"> ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
<p>Interdisciplinary Connections</p>	<p>Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● 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.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 15. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 16. <input type="checkbox"/> Collaborating Around Computing and Design 17. <input type="checkbox"/> Recognizing and Defining Computational Problems 18. <input type="checkbox"/> Developing and Using Abstractions 19. <input type="checkbox"/> Creating Computational Artifacts 20. <input type="checkbox"/> Testing and Refining Computational Artifacts 21. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. ● 8.2.2.ITH.3: Identify how technology impacts or improves life.
<p>Career Readiness, Life Literacies and Key Skills</p>	

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4 Life Literacies and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Climate Change

Addressed in Unit 4

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Interview parents, grandparents or relatives about their lives as children. Bring photographs of home life or artifacts such as household items or clothes to class. Write a short report with drawings or other visuals about life in their family in the past. Discuss differences in homes, clothes, food, activities. • Select a local school issue and prepare a group action plan to inform school and/or community members about the issue. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>

Targeted Academic Vocabulary

<ul style="list-style-type: none"> • Civic Virtue • Common Good • Conflict • Consequences • Culture • Equality • Fairness • Point of View • Prejudice • Resolution • Society • Stereotyping

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p>

	<ul style="list-style-type: none"> Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> <i>The Butter Battle Book</i> (Seuss, 1984). African American Heroes-ReadWorks (Amistad) When Rivals Came to Roost Stand Up, Sit In, Speak Out Community Service (Diversity, Equity and Inclusion) How Citizens Can Help Change Laws (Diversity, Equity and Inclusion/Amistad)
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 4: Our Place in the World

Overview

During Unit 4, students will be introduced to the idea of our place in the world. Students will learn about maps, globes and the geography of their neighborhoods.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> What can maps, globes, and other sources tell us about places and their characteristics? What is the geography of my neighborhood? What are the characteristics of local, rural, and suburban communities? How do climate and geography affect daily life? 	<ul style="list-style-type: none"> Maps and globes are important tools to teach us about the world. A globe is a model of the earth and maps are representations of local and distant places.

	<ul style="list-style-type: none"> • Maps and globes include features such as scale, and geographic tools such as physical features (mountains, rivers, etc.) and/or political features (cities, states, countries). • Local, rural, and suburban communities have differences in physical and human characteristics. • Weather affects the daily activities of people around the world in many different ways. • Our geography (location) and climate influence our family and community life. • The decisions we make impact our community and the environment.
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Unit 4: Our Place in the World

Content Standards
6.1.2.Geo.PP.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.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.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.

Unit 4: Our Place in the World**Content Standards**

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.2: Use technology to understand the culture and physical characteristics of regions.

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

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Core Ideas

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

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

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

Environmental characteristics influence the how and where people live.

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

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

Student Learning Objectives

- Students will...
- Create a map of your town or community.
 - Describe the difference between a map and a globe.
 - Explain the importance of maps and globes.
 - Explain the characteristics of urban, rural and suburban communities.
 - Explain how climate and geography affects daily life.
 - Describe how climate affects what we wear, eat, and what our homes look like.
 - Describe how weather can affect the daily activities of people around the world in many different ways.
 - Explain how the decisions we make can impact our community and environment.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

<ul style="list-style-type: none"> ● Allow extended time to complete assignment ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>		
<p align="center">Gifted and Talented Students</p>		<p align="center">504 Plan</p>
<ul style="list-style-type: none"> ● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments 	
<p align="center">Interdisciplinary Connections</p>		<p align="center">Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● 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. ● W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> 22. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 23. <input type="checkbox"/> Collaborating Around Computing and Design 24. <input type="checkbox"/> Recognizing and Defining Computational Problems 25. <input type="checkbox"/> Developing and Using Abstractions 26. <input type="checkbox"/> Creating Computational Artifacts 27. <input type="checkbox"/> Testing and Refining Computational Artifacts 28. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p>	

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

- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4 Life Literacies and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Climate Change

- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

SEL Competencies
<ul style="list-style-type: none"> ● Self - Awareness ● Self - Management ● Social Awareness ● Responsible Decision Making ● Relationship Skills <p>https://www.nj.gov/education/safety/wellness/selearning/index.shtml</p>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Create a map of your town, placing your home, your school and other public buildings on the map. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>

Targeted Academic Vocabulary
<ul style="list-style-type: none"> ● Climate ● Community ● Continent ● Environment ● Geography ● Globe ● Map ● Neighborhood ● Rural ● Suburban ● Urban ● Weather

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> <i>Town Mouse, Country Mouse</i> (Brett, 1994) <i>Fly Away Home</i> (Bunting, 1993) <i>Mapping Penny's World</i> (Leedy, 2000) Reduce, Reuse, Recycle (Climate Change) Starting Habits for Conservation Early (Climate Change) Travel Around the World (Diversity, Equity and Inclusion) Human Impact on the Environment (Climate Change)
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 5: Making Good Choices

Overview

During Unit 5, students will be introduced to making good choices. Students will learn the differences between wants and needs. They will also learn about resources, scarcity, and bartering.

Essential Questions

- What is the difference between a want and a need?
- How do families satisfy needs and wants?
- What are the resources that we have available in our community?
- How can we make good choices with limited resources (scarcity)?
- What are goods and services?
- What are the trade-offs in any decision (opportunity costs)?
- What is bartering?
- What is money?
- Why do we need them (exchange)?

Enduring Understandings

- Needs are what we must have to survive (food, shelter, clothing, affection)
- Wants are everything we might like to have but do not really need—they are unlimited.
- Resources include natural resources (water, land), human resources (labor and skills), and capital resources (buildings, cars).
- Choices always involve trade-offs or opportunity costs—the cost of what we did not do by doing what we did.
- Scarcity is the inability to satisfy all needs or wants.
- Goods are items that satisfy our needs and wants.
- Services are skills that individuals have that they can offer for money or good.
- Bartering is the exchange of goods without money.
- Money is the portable, durable, divisible and accepted medium of exchange that is used to purchase goods and services.

Unit 5: Making Good Choices

Content Standards

6.1.2.EconET.1: Explain the difference between needs and wants.

6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

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

Unit 5: Making Good Choices

Content Standards

6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

Core Ideas

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

Limited resources influence choices.

Goods and services are produced and exchanged in multiple ways.

The availability of resources influences current and future economic conditions.

Student Learning Objectives

Students will...

- Describe the difference between a want and a need.
- Explain how families satisfy wants and needs.
- Explain what scarcity means.
- Describe the available resources in our community.
- Explain how goods and services are alike and different.
- Identify examples of bartering.
- Describe services that are offered in the community.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student’s IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task Model frequently Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. 	

<ul style="list-style-type: none"> ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
<p>Interdisciplinary Connections</p>	<p>Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson ● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. ● RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. ● RL.1.9. Compare and contrast the adventures and experiences of characters in stories. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● 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.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL.1.6. Produce complete sentences when appropriate to task and situation. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 2. <input type="checkbox"/> Collaborating Around Computing and Design 3. <input type="checkbox"/> Recognizing and Defining Computational Problems 4. <input type="checkbox"/> Developing and Using Abstractions 5. <input type="checkbox"/> Creating Computational Artifacts 6. <input type="checkbox"/> Testing and Refining Computational Artifacts 7. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. ● 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
<p>Career Readiness, Life Literacies and Key Skills</p>	

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards**9.1 Personal Financial Literacy**

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4 Life Literacies and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

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<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Read and compare the trade-offs and opportunity costs in <i>A Chair for my Mother</i> (Williams, 1982)) and <i>Ruby and Max’s Shopping Trip</i>. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
Targeted Academic Vocabulary	
<ul style="list-style-type: none"> • Barter • Exchange • Good • Need • Resource • Scarcity • Service • Trade-offs • Want 	

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> • Grade 1 (Social Studies) Teacher Curriculum Institute (TCI) (My School and Family) <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> • <i>Charlie Needs a Cloak</i> (DePaola, 1973) • <i>A Chair for my Mother</i> (Williams, 1982)

	<ul style="list-style-type: none">• Good Boy! (Goods vs. Services)• Needs vs. Wants• Purchasing Food-ReadWorks• What Can I Buy?-ReadWorks• Barter vs. Money
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Appendix A: Instructional Best Practices and Exemplars

Appendix A: Instructional Best Practices and Exemplars: Unit 1

Appendix A: Instructional Best Practices and Exemplars: Unit 2

Appendix A: Instructional Best Practices and Exemplars: Unit 3

Appendix A: Instructional Best Practices and Exemplars: Unit 4

Appendix B: Exemplars and Explanations

Appendix B: Instructional Exemplars and Explanations: Unit 1

Appendix B: Instructional Exemplars and Explanations: Unit 2

Appendix B: Instructional Exemplars and Explanations: Unit 3

Appendix B: Instructional Exemplars and Explanations: Unit 4

Appendix C:

<subject> Classroom Philosophy, Schedule, Structure, and Expectations