

Grade 1 Social Studies Curricular Framework

UNIT 1: Families are Unique

Focus Standards:

- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Pacing: September-November

Overview: This unit focuses on helping students understand the following:

- Who is a part of my family? Immediate family? Extended family?
- How does my family's heritage influence our traditions and lifestyle?
- understanding the importance of tolerance, acceptance, and inclusion as it relates to family and cultural differences

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

NJSLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,

ASSESSMENTS

- All About Me book
- Role Play
- Make a mobile
- Family Tree
- How-To book (family tradition or food)
- Create classroom rules to support a positive social environment
- Morning Message Activities
- Teacher observations
- Journals
- Class discussions
- Group Projects

Grade 1 Social Studies Curricular Framework

scene, or stanza) relate to each other and the whole.

NJSLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.1.1/RI.1.1

- Understand what key details in the text are
- Determine what key details are in a text
- Recall key details of texts
- Ask and answer questions about key details
- Ask and prompt who, what where, when, why and how regarding details of a text
- Answer when prompted and use key details from the text
- Ask and answer questions about key details, with support

W.1.2

- Discern facts from opinion
- Introduce a topic that is well known
- Include some facts about a topic

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Grade 1 Social Studies Curricular Framework

ENDURING UNDERSTANDINGS

- School is a place to learn and students are expect to be supportive and encouraging of one another.
- Individuals and families have unique characteristics.
- There are many different cultures within our classroom, community and the world around me.
- All families are unique. By learning about other families, we grow as citizens of the world.
- Family is our foundation.

RESOURCES

- *A Chair for My Mother* by Vera B. Williams
- *Families* by Ann Morris
- *Is Your Mama a Llama?* by Deborah Guarino; illustrated by Steven Kellogg
- *Love You Forever* by Robert Munsch; illustrated by Sheila McGraw
- *Mama, Do You Love Me?* by Barbara M. Joosse; illustrated by Barbara Lavallee
- *No Matter What* by Debi Gliori
- *Tell Me Again About the Night I Was Born* by Jamie Lee Curtis; illustrated by Laura Cornell
- *Who's in a Family?* by Robert Skutch; illustrated by Laura Nienhaus
- *Families Are Different: Big Book & Teaching Guide* by Nina Pellegrini
- *All Kinds of Families* by Norma Simon
- *Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems* by Mary Ann Hoberman

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Grade 1 Social Studies Curricular Framework

KEY VOCABULARY

Key vocabulary may include but are not limited to:
influences, bullying, respect, friendship, community, traditions, extended family, heritage, tolerance

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grade 1* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information 	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text 	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <p>Students with 504 Plans</p>

Grade 1 Social Studies Curricular Framework

<ul style="list-style-type: none">• Extra visual and verbal cues and prompts• Preferential seating• Verbal and visual cues regarding directions and staying on task• Checklists• Immediate feedback	<ul style="list-style-type: none">• Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge• Work with fewer items per page and/or materials in a larger print size• Use a visual blocker• Use visual presentations of verbal material, such as word webs and visual organizers• Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">• Give responses in a form (oral or written) that's easier for him/her• Dictate answers to a scribe• Capture responses on an audio recorder• Use a spelling dictionary or electronic spell-checker• Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none">• Work or take a test in a different setting, such as a quiet room with few distractions• Sit where he/she learns best (for example, near the teacher)• Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none">• Take more time to complete a task or a test• Have extra time to process oral information and directions• Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none">• Complete fewer or different homework problems than peers• Shorten assignment• Answer fewer or different test questions• Create alternate projects or assignments	<p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
<p style="text-align: center;">At Risk Learners / Differentiation Strategies</p>		

Grade 1 Social Studies Curricular Framework

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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STANDARDS	
6.1.4.C Economics, Innovation, and Technology	
Content Statements	Indicators
<ul style="list-style-type: none"> People make decisions based on their needs, wants, and the availability of resources. 	<ul style="list-style-type: none"> 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.D History, Culture, and Perspectives	
Content Statements	Indicators
<ul style="list-style-type: none"> The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual and their points of view. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. 	<ul style="list-style-type: none"> 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Grade 1 Social Studies Curricular Framework

- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Identify individual personal feelings about their families.
- Apply classroom and school rules daily.
- Participate in creating the classroom rules of acceptance and kindness together as a class.
- Create an All About My Family book.
- Demonstrate what it means to be a family.
- Identify and recognize members of a family.
- Distinguish between similarities and differences among families.
- Engage in quality discussion with the class after class read alouds.
- Participate in creating a family tree.

Grade 1 Social Studies Curricular Framework

UNIT 2: Needs vs. Wants (Basic needs: food, clothing, and shelter)

Focus Standards:

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.B.8 Compare ways people choose to use and distribute natural resources.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.

6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.

6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Unit Pacing: November-January

Overview: This unit focuses on helping students understand the following:

- How does where we live differ from other parts of the world? other parts of our country?
- How does the area you live in change how you live? Beach community vs. desert, mountains, dense population/sparse population

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

NJSLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5

- Analyze the structure of texts, including how specific sentences,

ASSESSMENTS

- All About Our Community book
- Role Play
- Make a mobile
- Informational books about different regions
- Morning Message Activities
- Teacher observations
- Journals
- Class discussions
- Group Projects

Grade 1 Social Studies Curricular Framework

paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.1.1/RI.1.1

- Understand what key details in the text are
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21st Century Skills: Career Ready Practice Standards:

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CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Grade 1 Social Studies Curricular Framework

ENDURING UNDERSTANDINGS

- The area we live in affects how we live
- There are a variety of ways people live and where they live and the resources available to them are a driving force behind how they live.
- Individuals are both similar and different.
- Individuals and communities have unique characteristics.
- There are many different cultures within our classroom, community and the world around me.
- Citizenship begins with becoming a contributing member of the classroom community.
- Everyone is part of a larger neighborhood and community.
- We all have a place in our classroom, family and community.
- Understand the difference between needs and wants.
- Understand that some people have more than others.

RESOURCES

- *U.S Landforms (True Books: U.S. Regions)* by Dana Meachen Rau
- *The Southwest* by Dana Meachen Rau
- *The Northeast* by Dana Meachen Rau
- *The West* by Dana Meachen Rau
- *The Midwest* by Dana Meachen Rau
- *The Northeast* by Dana Meachen Rau
- [*The Pot That Juan Built*](#) by Nancy Andrews-Goebel illustrated by David Diaz
- [*Chavela and the Magic Bubble*](#) by Monica Brown, illustrated by Magaly Morales.
- [*Two White Rabbits*](#) by Jairo Buitrago, Jairo, translated from Spanish by Elisa Amado, illustrated by Rafael Yockteng.
- [*Walk with Me*](#) by Jairo Buitrago, Jairo, translated from Spanish by Elisa Amado, illustrated by Rafael Yockteng.
- [*The Sock Thief*](#) by Ana Crespo, illustrated by Nana Gonzalez.
- [*From There to Here*](#) by Laurel Croza, illustrated by Matt James.
- [*I Know Here*](#) by Laurel Croza, illustrated by Matt James.
- [*Tonight is Carnaval*](#) by Arthur Dorros, illustrated by Members of Madres Virgin del Carmen of Lima, Peru.
- [*Market Day: A Story Told with Folk Art*](#) by Lois Ehlert.
- [*All the Way to Havana*](#) by Margarita Engle, photographed by Curato

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Grade 1 Social Studies Curricular Framework

- [Spike, the Mixed-Up Monster](#) by Susan Hood, illustrated by Melissa Sweet.
- [Soccer Star](#) by Mina Javaherbin, illustrated by Renato Alarcão
- [Rainbow Weaver = Tejedora del arcoiris](#) by Linda Elovitz Marshall, translated by Eida de la Vega, illustrated by Elisa Chavarri.
- [Let's Go See Papá!](#) by Lawrence Schimel, translated from Spanish by Elisa Amado from the Spanish, illustrated by Alba Marina Rivera
- [Diego Rivera: His World and Ours](#) by Duncan Tonatiuh.
- [Biblioburro: A True Story from Colombia](#) by Jeanette Winter.
- [Frida](#) by Jonah Winter, illustrated by Ana Juan.

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

KEY VOCABULARY

*Key vocabulary may include but are not limited to:
citizenship, rules, laws, safety, respect, community, dense, sparse*

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners

Students Receiving Special Education Services

Advanced Learners

Grade 1 Social Studies Curricular Framework

<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grade 1* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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Grade 1 Social Studies Curricular Framework

	<ul style="list-style-type: none"> • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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STANDARDS

6.1.4.C Economics, Innovation, and Technology

Content Statements	Indicators
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Grade 1 Social Studies Curricular Framework

<ul style="list-style-type: none"> • People make decisions based on their needs, wants, and the availability of resources. 	<ul style="list-style-type: none"> • 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.D History, Culture, and Perspectives	
Content Statements	Indicators
<ul style="list-style-type: none"> • The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view • Individuals and families have unique characteristics. 	<ul style="list-style-type: none"> • 6.1.4. D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. • 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. • 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Identify individual and geographic differences.
- Participate in creating a class book of what life looks like in different parts of the world
- Create a chart of needs vs. wants
- Discuss the importance of understanding needs vs. wants.
- Participate in a shared writing of identifying needs vs. wants.
- Create an All About My Geographic Location book.
- Demonstrate what it means to share.
- Demonstrate a positive understanding of the struggles facing people from other areas
- Distinguish between similarities and differences among individuals as well as their likes and dislikes.

Grade 1 Social Studies Curricular Framework

UNIT 3: Geography

Focus Standards:

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

Unit Pacing: January-March

Overview: This unit focuses on helping students understand the following:

- Where do we live?
- Use a map to locate New Jersey, United States, and other world-wise areas
- Use Google Maps to locate areas of interest
- How are regions different and how does it affect the way their people live?

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

NJSLSA.R1

- Read closely to determine what the text says explicitly and to make

ASSESSMENTS

- All About Where I Live book
- Role Play

Grade 1 Social Studies Curricular Framework

logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.1.1/RI.1.1

- Understand what key details in the text are
- Determine what key details are in a text
- Recall key details of texts
- Ask and answer questions about key details
- Ask and prompt who, what where, when, why and how regarding details of a text
- Answer when prompted and use key details from the text
- Ask and answer questions about key details, with support

W.1.2

- Introduce a topic that is well known
- Include some facts about a topic

- Make a mobile
- Create a diorama of a region
- Informational book
- Create classroom map
- Morning Message Activities
- Teacher observations
- Journals
- Class discussions
- Group Projects

Grade 1 Social Studies Curricular Framework

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- **RI.1.5**
- Determine what text features help locate important information
- Use headings to help understand text
- Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)

Science

- ETS1.A Asking questions, making observations, and gathering information are helpful in thinking about problems.
- ETS1.B Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

ENDURING UNDERSTANDINGS

- There are different regions in the U.S and around the world.
- Rules are in place to provide safety, manage conflict, and create order. These rules vary in different parts of the world.
- Individuals are both similar and different.
- Individuals and regions have unique characteristics.
- There are many different cultures within our classroom, community and the world around me.
- The Pledge of Allegiance is a promise that we make as citizens of the United States of America. Other regions have their own pledges
- Citizenship begins with becoming a contributing member of the classroom community.
- Everyone is part of a larger neighborhood and community.
- We all have a place in our classroom, family and community.
- Understand the importance of knowing where you are and locating areas on a map.
- Using technology to locate regions and places of interest.

Grade 1 Social Studies Curricular Framework

RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none">• <i>Make Way for Ducklings</i> by Robert McClosky• <i>The Once Upon a Time Map Book</i> by B.G. Hennessy• <i>The Lorax</i> by Dr. Seuss• <i>Life in a Bucket of Soil</i> by Alvin Silverstein• <i>A Drop Of Water</i> by Walter Wick• Bibliography of pictures books for teaching geography from Portland State University <p>Primary Sources</p> <ul style="list-style-type: none">• Political Map• Physical Map• Pledge of Allegiance <p>The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:</p> <p>The Amistad Commission’s Literacy Components for Primary Grades</p> <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p> <p>Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)</p> <p>Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance</p>	<ul style="list-style-type: none">• http://www.timeforkids.com/• http://www.brainpopjr.com/socialstudies/• http://www.discovereducation.com/• http://www.google.com/earth/ <p>STANDARDS</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
KEY VOCABULARY	
<p><i>Key vocabulary may include but are not limited to:</i> maps, landforms, geography, climate, weather, natural resources, technology</p>	

Grade 1 Social Studies Curricular Framework

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grade 1* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

Grade 1 Social Studies Curricular Framework

	<ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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Grade 1 Social Studies Curricular Framework

STANDARDS

6.1.4.B Geography, People, and the Environment

Content Statements

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

Indicators

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
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Grade 1 Social Studies Curricular Framework

	<ul style="list-style-type: none"> 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.C Economics, Innovation, and Technology	
Content Statements	Indicators
<ul style="list-style-type: none"> Availability of resources affects economic outcomes. Economic opportunities in New Jersey and other states are related to the availability of resources and technology. 	<ul style="list-style-type: none"> 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently. 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.D History, Culture, and Perspectives	
Content Statements	Indicators
<ul style="list-style-type: none"> Personal, family, and community history is a source of information for individuals about the people and places around them. 	<ul style="list-style-type: none"> 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

WHAT IT LOOKS LIKE IN THE CLASSROOM	
<ul style="list-style-type: none"> Identify individual and geographic differences. Participate in creating a class book of what life looks like in different parts of the world Create a chart of needs vs. wants Discuss the importance of understanding needs vs. wants. Participate in a shared writing of identifying needs vs. wants. Create an All About My Geographic Location book. Demonstrate what it means to share. Demonstrate a positive understanding of the struggles facing people from other areas Distinguish between similarities and differences among individuals as well as their likes and dislikes. 	

Grade 1 Social Studies Curricular Framework

UNIT 4: Proud to be an American (Patriotic Symbols)

Focus Standards:

- 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.14 Trace how the American identity evolved over time.
- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Pacing: April-June

Overview: This unit focuses on helping students understand the following:

- Who am I? How is my country special? How are American citizens the same as others? How are they different?
- Functions of a government: rules, rights, laws
- Role of the president
- Role of American citizens
- Everyone in the country is important to its function

Grade 1 Social Studies Curricular Framework

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
<p>NJLSA.R1</p> <ul style="list-style-type: none">• Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <p>NJLSA.R2</p> <ul style="list-style-type: none">• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <p>NJLSA.R5</p> <ul style="list-style-type: none">• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <p>NJLSA.R7</p> <ul style="list-style-type: none">• Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>NJLSA.R10</p> <ul style="list-style-type: none">• Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. <p>RL.1.1/RI.1.1</p> <ul style="list-style-type: none">• Understand what key details in the text are• Determine what key details are in a text• Recall key details of texts• Ask and answer questions about key details• Ask and prompt who, what where, when, why and how regarding details of a text• Answer when prompted and use key details from the text• Ask and answer questions about key details, with support	<ul style="list-style-type: none">• Roleplay• Make a mobile• Create an American flag and describe what is on it and why• Reciting of the Pledge of Allegiance• Informational book• Create classroom rules together• Morning Message Activities• Teacher observations• Journals• Class discussions• Group Projects• Big book of historical symbols

Grade 1 Social Studies Curricular Framework

W.1.2

- Discern facts from opinion
- Introduce a topic that is well known
- Include some facts about a topic

Science:

- ETS1.A Asking questions, making observations, and gathering information are helpful in thinking about problems.
- ETS1.B Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions..

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

ENDURING UNDERSTANDINGS

- America, our country, full of patriotism and pride.
- Rules are in place to provide safety, manage conflict, and create order.
- Government workers have roles and responsibilities.
- Individuals within a country are both similar and different.
- Individuals and families have unique characteristics.
- There are many different cultures within our country.
- The Pledge of Allegiance is a promise that we make as citizens of the United States of America.
- Citizenship begins with becoming a contributing member of the classroom community.
- Americans have responsibilities to our country and its citizens.
- We all have a place in our country.
- Rules are important in the classroom, school, home and community.

Grade 1 Social Studies Curricular Framework

RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> • <i>First Grade Us History: The First Americans: First Grade Books</i> by Baby Professor • <i>Celebrate Independence Day with Parades, Picnics, and Fireworks</i> by Deborah Heiligman • <i>Apple Pie 4th of July</i> by Janet Wong • <i>John, Paul, George and Ben</i> by Lane Smith • <i>Red, White, and Boom!</i> by Lee Wardlaw • <i>Stars and Stripes: The Story of the American Flag</i> by Sarah Thomson • <i>The Flag We Love</i> by Pam Muñoz Ryan & Ralph Masiello • <i>This Land is Your Land</i> by Woody Guthrie <p>Primary Sources</p> <ul style="list-style-type: none"> • Pledge of Allegiance • Flag of NJ • Statue of Liberty image • Washington DC images <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p> <p>Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)</p> <p>Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance</p>	<ul style="list-style-type: none"> • http://www.timeforkids.com/ • http://www.brainpopjr.com/socialstudies/ • http://www.discoveryeeducation.com/ • http://www.google.com/earth/ <p>STANDARDS</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
KEY VOCABULARY	
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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

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Grade 1 Social Studies Curricular Framework

	<ul style="list-style-type: none"> • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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Grade 1 Social Studies Curricular Framework

STANDARDS

6.1.4.A Civics, Government, and Human Rights

Content Statements	Indicators
<ul style="list-style-type: none"> • Citizenship begins with becoming a contributing member of the classroom community. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. • The United States democratic system requires active participation of its citizens. 	<ul style="list-style-type: none"> • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. • 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. • 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. • 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.D History, Culture, and Perspectives

Content Statements	Indicators
<ul style="list-style-type: none"> • There are many different cultures within the classroom and community. • Key historical events, documents, and individuals led to the development of our nation. 	<ul style="list-style-type: none"> • 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey. • 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Grade 1 Social Studies Curricular Framework

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| <ul style="list-style-type: none">• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.• Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.• Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.• The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. | <ul style="list-style-type: none">• 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.• 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.• 6.1.4. D.14 Trace how the American identity evolved over time.• 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.• 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view• 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. |
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WHAT IT LOOKS LIKE IN THE CLASSROOM

- Identify individual personal feelings about our countries.
- Participate in listing important rules together as a class.
- Discuss the importance of government jobs.
- Participate in a shared writing of information..
- Create an All About My Country book.
- Demonstrate what it means to be a good citizens.
- Identify and recognize authority.
- Demonstrate good character, values, and beliefs.
- Distinguish between similarities and differences among individuals as well as their likes and dislikes.
- Engage in quality discussion with the class after class read alouds.
- Learn to recite the Pledge of Allegiance and what it means.