

# Unit 01: The Way We Are, Grade 1: Where do we Live?

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## **Standards Alignment**

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### **New Jersey Student Learning Standards**

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#### **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

#### **Technology / Integration of Computer Science and Design Thinking**

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#### **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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# Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

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see Crosswalks

## 21st Century Life and Careers

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### Stage I: Desired Results

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#### Transfer/Overview/Rationale

##### Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

#### Meaning

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#### Essential Questions

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Essential Questions

How do I describe where I live?

What is culture?

Who shares the same culture as me?

What are some other cultures around the world?

How are other cultures the same and different than mine?

## **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

There are many ways to describe where we live.

Culture is a system of shared beliefs, values, customs, and behaviors among a group of people.

Cultural characteristics of various regions can be similar and different in many ways.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge  
Students will know...

Knowledge of **home address**, and awareness of relationship between **town, state, country**.

Description of points of interest in **neighborhood**

A **map** is a drawing of an actual place. The **cardinal directions** aid in reading a map

**Culture** is a system of shared beliefs, values, customs, and behaviors among a group of people.

**Cultural characteristics** of various regions can be **similar and different** in many ways.

## **Skills**

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Skills

Student will be skilled at ...

Students will develop the ability to:

Read and comprehend non fiction text

Use Map skills - both reading maps and creating a map

Express ideas and concepts in written form

Compare and contrast concepts

Use Technology skills - Google Maps, searching for and printing images

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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Resources and Mentor Texts

Family letter (see Links)

Me on the Map slide show (see Links)

Map Maker Directions ( see Links)

Culture of Collingswood Booklet Directions ( see Links)

Google Maps

Cultural Slide Show ( see Links)

Venn Diagram or T chart ( see Links)

Various books on other countries

Internet Travel videos about other countries

Me on the Map (Colls)

[Family letter](#)

[Me on the Map \(Colls\)](#)

[Map Maker Directions](#)

[Google maps](#)

[Directions for Colls Booklet](#)

[Slide show about "Culture"](#)

[Venn diagram](#)

[T chart](#)

## **Formative Assessment Strategies**

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Formative Assessment Strategies

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

1. Introduce Map Skills using "Me on the Map" PowerPoint presentation(see resources)
2. Map Making Activity: Students make a map of the location of their home in their community (see resources for directions).
3. Using Google Maps, students locate their town, neighborhood and house address. Compare to recently created maps
4. Try drawing an improved map after experiencing Google maps
5. Our Culture Brainstorm: Make a collaborative list of the customs, behavior, values, and beliefs of the students in the class. Explain this as their "culture".
6. Create a personal "Culture of Collingswood Booklet" ( see Resources for instructions) Present completed books to peers or other adults.
7. View Culture Slide Show and review various aspects of a culture in other lands. If time, view travel videos illustrating cultural aspects of other countries
8. Use a Venn diagram or T chart to compare/contrast culture of Collingwood with another culture

<http://maps.google.com/>

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of

using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.