



Lindenwold Public School

Course Name: English Language Arts/Social Studies	Grade Level(s): 1st Grade
Department: n/a	Credits: n/a
BOE Adoption: September 2025	Revision(s):

Course Description

This cross-curricular course combines English Language Arts and Social Studies to provide students with a rich, connected learning experience. The curriculum is designed to build strong background knowledge in key social studies concepts while developing essential literacy skills. Students will explore topics in history, civics, geography, and economics through engaging texts, discussions, and hands-on activities that foster critical thinking and meaningful connections across subjects.

Writing is embedded throughout the lessons, allowing students to respond to content, develop arguments, and share their ideas using evidence and academic vocabulary. In addition to comprehension and writing instruction, the curriculum includes a focused phonics and phonemic awareness component to support foundational reading skills. This instruction is guided by a structured phonics program, UFLI, and phonemic awareness program, Heggerty, both detailed in a separate document.

Vocabulary development is a core part of each unit, helping students grow their language skills and better understand complex concepts. By integrating reading, writing, listening, speaking, and content knowledge, this curriculum supports a well-rounded approach to literacy and social understanding, preparing students to think deeply and communicate effectively.

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Lindenwold School District Mission Statement:

The Lindenwold School Community is committed to preparing all students to meet the New Jersey

Student Learning Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.

Curriculum and Instruction:

Lindenwold School District offers a rich, challenging, and comprehensive curriculum, from pre-kindergarten through 12th grade.

The curriculum is designed to provide students with many learning experiences that will enable them to succeed and attain fulfillment. The curriculum of Lindenwold School District is reviewed and revised on a regular basis. The cycle includes 5 stages: Review, Development, Implementation, and Evaluation.

To ensure the district continues to work towards its mission, the following curriculum and instruction goals direct our conversation:

- To ensure students are college, career, and/or military ready upon graduation.
- To provide career pathway opportunities to students.
- To vertically and horizontally align curriculum K-12 to ensure the successful transition of students at each grade level.
- To identify individual students strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable NJSLs.
- To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and benchmarking.

How to read this document:

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as to how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know:

1. **Accommodation(s)**: Accommodations are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Common Assessment**: When an assessment is used by many teachers rather than each teacher making their own assessment to measure student success. For example, all grade 6 ELA teachers may use the same summative assessment to measure student success on standards as opposed to each teacher making their own exam to measure those same standards.
3. **Differentiated Instruction**: Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them to make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. Teachers can differentiate content, process, product, or environment. Differentiated instruction can be done according to students' readiness, interest, or learning profile.
4. **Enduring Understandings**: Enduring understandings ("Big Ideas") are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted alongside essential questions within each unit in this document.
5. **Essential Questions**: These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
6. **Formative Assessment(s)**: Formative assessments monitor student learning to provide ongoing feedback that can be used by instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
7. **Learning Activity(s)**: Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate to ensure active engagement in the learning process.
8. **Learning Assignment(s)**: Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

9. **Learning Goal(s):** Learning goals are broad statements that note what students should know and/or be able to do as they progress through the unit. Learning goals correlate specifically to the NJSLS (New Jersey Student Learning Standards) are noted within each unit.
10. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
11. **Standards:** NJ Department of Education explains, “Building on a robust body of research, the New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning.” The curriculum is designed around these standards for each grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for students' learning.
- State: The New Jersey Student Learning Standards (NJSLS) include Preschool Teacher and Learning Standards as well as K-12 Standards for Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Language; Technology; 21st-Century Life and Careers; Language Arts Literacy; and Mathematics.
12. **Summative Assessment(s):** Summative Assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from the summative assessment can be used formatively when students or faculty use it to guide their efforts and activities in subsequent lessons and/or courses.
13. **Vocabulary:**
- a. **Tier I:** Everyday vocabulary terms. Examples: house, car, big, happy
 - b. **Tier II:** Terms with multiple meanings across content areas. Examples: analyze, cite, observe, evaluate, harmony
 - c. **Tier III:** Domain-specific terms with specific meanings. Example: metaphor, atom, photosynthesis

New Jersey Student Learning Standards (NJSLS)

The New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning. For a full overview of all nine content areas, click [HERE](#).

Integration of Financial Literacy

New Jersey's Technology Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Strand A: Income and Careers
- Strand B: Money Management
- Strand C: Credit and Debt Management
- Strand D: Planning, Saving, and Investing
- Strand E: Becoming a Critical Consumer
- Strand F: Civic Financial Responsibility 28
- Strand G: Insuring and Protecting

Interdisciplinary Standards/Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.

21st Century Skills: Career Readiness, Life Literacies, and Key Skills:

These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Computer Science & Design Thinking:

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computers.

Climate Change

With the adoption of the [2020 New Jersey Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic

learning experiences, integrate a range of perspectives and are action oriented. Please click [HERE](#) for additional information regarding Climate Change.

State of New Jersey Mandates

History and Contributions of Individuals with Disabilities and LGBT Persons - 18A:35-4.35

In each curricular area, the district has adopted inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- This standard is addressed via read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Diversity, Equity, and Inclusion - N.J.S.A. 18A:35-4.36a

Instruction on the contributions of a diverse population of people, that may include, LGBTQ+, Asian American & Pacific Islanders, persons with disabilities, to the growth of science knowledge and practices over the years is discussed throughout the curriculum and are included in lessons and the variety of resources used.

Contributions, History, and Heritage of Asian-American and Pacific Islander Legislation (AAPI) - P.L. 2021, c.416

In each curricular area, the district will adopt inclusive instructional materials that portray the contributions of members of the Asian American and Pacific Islander communities . This will include books about and created by Asian American and Pacific Islanders.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

History and Contributions of African-Americans (Amistad Law) - N.J.S.A. 18A:35-4.43

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military,

government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Lindenwold Elementary Grading Guidelines

Elementary - Standards-Based Report Cards

Chapter 1

Chapter #1: Rights and Responsibilities of Citizens	Pacing (Weeks): 6 weeks
<p>Unit Description:</p> <p>ELA: In this unit, first graders will learn how books and words work by exploring stories and informational texts about the rights and responsibilities of citizens. Students will practice reading skills like identifying parts of a book, following words left to right, recognizing letters and punctuation, and pointing to words in sentences. They will ask and answer questions using key details, learn new words related to the topic, and describe feelings and ideas from the texts. Through group discussions, students will practice listening carefully, taking turns, and sharing their thoughts about being responsible members of a community. This unit helps students build foundational reading and speaking skills while understanding important ideas about how people live and work together.</p> <p>Social Studies: In this chapter, students learn what it means to be a good citizen. They explore the rights and responsibilities people have in their communities and how everyone can work together to make their neighborhood a better place. Students also learn about rules, fairness, and helping others.</p>	

Essential Questions	Enduring Understandings
<p>Social Studies:</p> <ul style="list-style-type: none">• Who is responsible for making and enforcing rules? <p>ELA:</p> <ul style="list-style-type: none">• How do I use parts of a book and print features to help me read	<ul style="list-style-type: none">• Citizens have rights and responsibilities, including voting for public officials.• People can better cooperate when they respect authority and follow rules and laws in the home, at school, and in the community.

<p>and understand text? (L.RF.1.1, RF.K.1: Mastery)</p> <ul style="list-style-type: none"> • How can I use what I know about language rules when I write, speak, read, or listen? (<i>L.KL.1.1</i>) • How do words in stories and poems help me feel and imagine things, and how can I organize words to understand their meanings? (<i>L.VI.1.3: A,B</i>) • How do I ask and answer questions to understand key details in stories and informational texts? (<i>RL/RI.CR.1.1</i>) • How do I listen and speak respectfully when sharing ideas in a group? (<i>SL.PE.1.1: A</i>) 	<ul style="list-style-type: none"> • Rules and laws establish order, provide security, and manage conflict. • Good citizens help to maintain a constitutional republic. • The role of government is to represent the citizens and provide services and protection. • Understanding book parts and print features helps me navigate text and makes reading easier and more meaningful. • Words in stories and poems create images and feelings in my mind, and organizing words by meaning helps me understand new ideas. • Asking and answering questions helps me think carefully about what I read and understand important information.
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NJSL Standards	Learning Targets
LRF1.1	<ul style="list-style-type: none"> • Must master Reading Foundational Skills (RF.K.1): Mastery • I can identify the first word in a sentence. • I can recognize that sentences start with a capital letter. • I can identify common ending punctuation marks (period, question mark, exclamation point). • I can point to the words in a sentence.
L.KL.1.1	<ul style="list-style-type: none"> • I can use what I know about language rules to help me write, speak, read, and listen — with help when I need it.
L.VI.1.3.A,B	<ul style="list-style-type: none"> • I can find words and phrases in stories or poems that show feelings or help me imagine with my senses. • I can sort words into groups, like colors or clothing, to understand what they mean.
RL/RI.CR.1.1	<ul style="list-style-type: none"> • I can ask and answer questions about stories/nonfiction texts using who, what, where, when, why, and how to help me understand important details.
SL.PE.1.1.A	

<p>Social Studies 6.1.2.CivicsPI.1-6 6.1.2.CivicsPD.1 -2 6.1.2.CivicsPR.1-4 6.1.2.CivicsCM.1-3 6.1.2. EconET.5 6.1.2EconNE.2 6.3.2.CivicsPD.1</p>	<ul style="list-style-type: none"> • I can listen carefully and take turns speaking when I share ideas with others. <p>Social Studies:</p> <p><i>(6.1.2.CivicsPI.1–6, 6.3.2.CivicsPD.1)</i></p> <ul style="list-style-type: none"> • I can identify leaders at home, school, and in my community and explain what they do. • I can explain why we vote and how people choose their leaders in a democracy. • I can show how citizens, including leaders, help make decisions that affect the group. <p><i>(6.1.2.CivicsPR.1–4, 6.1.2.CivicsCM.1–3)</i></p> <ul style="list-style-type: none"> • I can explain why we have rules and laws and what happens when they are not followed. • I can describe my rights and responsibilities at home, school, and in my community. • I can show respect, responsibility, and cooperation as part of being a good citizen. <p><i>6.1.2.CivicsPD.1–2, 6.3.2.CivicsPD.1)</i></p> <p><i>(6.1.2.EconET.5, 6.1.2.EconNE.2)</i></p> <ul style="list-style-type: none"> • I can explain how people make choices about spending and saving. • I can describe how we use goods and services in our everyday lives.
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Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> • Collaborative Reading • Think-Pair-Share 	<ul style="list-style-type: none"> • Teacher’s Manual • Discussion Lesson T28 • LEAR Lessons - Developing Literacy Classrooms

<ul style="list-style-type: none"> • Turn and Talk • Active Classroom <ul style="list-style-type: none"> ○ Act it Out! ○ Thumbs up, Thumbs down ○ Stand Up or Sit Down ○ Name that Person ○ Find and Point ○ Vote! • Sing about It • Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> • Direct Instruction <p>Additional Strategies/Center Time Project-based learning/Culminating Task</p>	<ul style="list-style-type: none"> • Interview by Asking Questions • Asking questions graphic organizer • Trade Books (more ideas on page 1b) <ul style="list-style-type: none"> ○ <i>A Very Important Day</i> by Maggie Rugg Herold ○ <i>La Mariposa</i> by Francisco Jimenez ○ <i>David Goes to School</i> by David Shannon ○ <i>Miss Nelson is Missing!</i> by Harry Allard
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Tier II Vocabulary	Tier III Vocabulary
Respect, Responsibility, Cooperate, Fairness, Choice, Community, Leader, Citizen, Rule, Law, Vote, Decision, Problem, Solution, Consequence	Democracy, Government, Rights, Responsibilities, Public Services, Authority, Election, Ballot, Constitution, Legislator, Mayor, Governor, President, Congress, Senate

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: <ul style="list-style-type: none"> • Social Studies chapter assessment • Unit ELA assessment 	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Utilize preferential seating • Provide additional options to demonstrate knowledge. 				
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Related State Mandates

- ☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

- ☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- ☐ **Other:**

- ☐ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.

- ☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.

- ☒ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
- ☒ **ELA:**
 - ☐ **Math:**

☒ **Social Studies:**

☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

☒ **9.1 Personal Financial Literacy**

☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*

☒ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*

☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☐ **9.2 Career Awareness and Planning**

☐ **9.4 Life Literacies and Key Skills**

☐ **Creativity and Innovation**

☒ **Critical Thinking and Problem Solving**

☒ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

☐ **8.1 Computer Science**

☐ **8.2 Design Thinking**

☐ **9.4 Life Literacies and Key Skills**

☐ **Digital Citizenship**

☐ **Information and Media Literacy**

☐ **Technology Literacy**

Chapter 2

Chapter #2: Geography of the Community	Pacing (Weeks): 6 weeks
<p>Unit Description:</p> <p>Social Studies: In this chapter, first grade students will explore the geography of their community and learn how natural and human-made features shape where and how people live, work, and play. They will use maps, globes, and other geographic tools to identify landforms, bodies of water, and important places in their local area. Students will also discover how geography influences transportation, communication, and the daily lives of people in their communities. Through engaging stories, activities, and visuals, students will begin to understand the connection between where we live and how we live.</p> <p>ELA: In this unit, first grade students learn to read with purpose and understanding, recognizing features of print and reading with accuracy and expression. They explore stories and informational texts to identify main ideas, characters, and details. Students also build grammar skills, expand vocabulary using context clues, and use pictures and text features to understand what they read. Through discussions and class activities, they practice speaking clearly and respectfully while learning how to be safe and responsible communicators.</p>	

Essential Questions	Enduring Understandings
<p>Social Studies:</p> <ul style="list-style-type: none"> What is the world like? <p>ELA:</p> <ul style="list-style-type: none"> How does reading smoothly and with expression help us understand what we read? (L.RF.1.1) How do we use language conventions to speak, write, and understand others clearly in different situations? (L.KL.1.1) How do key details in an informational text help us explain and understand the main topic? (RI.AA.1.7) Why is it important to listen carefully to others and ask questions to understand their ideas during a discussion? 	<ul style="list-style-type: none"> Maps are simple representations and globes are models of places on Earth. The world is made up of different physical characteristics such as land, bodies of water, natural resources, and weather. Humans interact with, and have an impact on, the environment, and the environment affects how and where people live. The human characteristics of places such as shelter, clothing, food, and activities are based upon geographic location. <ul style="list-style-type: none"> Periods, question marks, and exclamation marks help me know how a sentence should be read and helps listeners and readers understand what is being said. Reading with accuracy, expressing, and fluency helps me understand and enjoy the text. Finding and explaining reasons to support the main idea of the text helps me understand and learn more about the topic. Building on conversations by listening to other's ideas and opinions can help me understand ideas.

NJSL Standards	Learning Targets
<p>L.RE.1.1</p> <p>L.RF.1.4.A-C</p>	<ul style="list-style-type: none"> I can follow words from left to right, top to bottom, and page by page. I can read the text with purpose and understanding. I can read aloud with accuracy, fluency, and expression. I can understand what I read and fix mistakes when something doesn't make sense.

<u>L.KL.1.1</u>	<ul style="list-style-type: none"> • I can use proper nouns and common nouns correctly. • I can use verbs to show present, past, and future. • I can write complete sentences with correct word order.
<u>L.VI.1.3: C</u>	<ul style="list-style-type: none"> • I can stay on topic in my writing.
RL.CI.1.2	<ul style="list-style-type: none"> • I can retell the story in the right order. • I can tell what the text is trying to teach me.
<u>RLAA.1.7</u>	<ul style="list-style-type: none"> • I can use words and pictures to tell what the tet
(Social Studies)	
6.1.2.GeoPP.1	<ul style="list-style-type: none"> • I can find places on a map or globe. • I can name land and water features like mountains, rivers, and oceans.
6.1.2.GeoSV.1	<ul style="list-style-type: none"> • I can tell the difference between a map and a globe. • I can use maps and globes to tell about where people live and where things are.
6.1.2.GeoSV.2	<ul style="list-style-type: none"> • I can tell how weather and land affect what people wear, build, and do.
6.1.2.GeoSV.3	<ul style="list-style-type: none"> • I can tell what makes a place special. • I can describe things in nature like land, water, and weather.
6.1.2.GeoSV.4	<ul style="list-style-type: none"> • I can tell how the land and weather affect where people live.

6.1.2.GeoHE.1	<ul style="list-style-type: none"> I can explain how weather and climate affect what people wear and do.
6.1.2.GeoHE.2	<ul style="list-style-type: none"> I can talk about ways people can help take care of the Earth.
6.1.2.GeoHE.3	<ul style="list-style-type: none"> I can talk about how people live differently in different environments (ex: deserts, mountains, or cities).
6.1.2.GeoGI.2	<ul style="list-style-type: none"> I can use maps and globes to find and learn about places.
6.3.2.GeoGI.1	<ul style="list-style-type: none"> I can use maps and pictures to learn about problems in the world.

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> Collaborative Reading Read Alouds with Think Alouds Turn and Talk KWL Chart Whole Class Mapping Activity Active classroom <ul style="list-style-type: none"> Draw a Symbol Sing About It Act it out Yes or No? Find it! Reading circle Spin and Tell Where am I? Fill It In Find and Point <p>Small Group</p> <ul style="list-style-type: none"> Direct Instruction 	<ul style="list-style-type: none"> Teacher's Manual Discussion Lesson T28 LEAR Lessons NJ Commission on Holocaust Education - K-2 lessons to embed Suggested Reading/Trade Books: <ul style="list-style-type: none"> <i>Maps and Globes</i> by Jack Knowlton <i>Me on the Map</i> by Joan Sweeney <i>One World, One Day</i> by Barbara Kerley <i>Houses and Homes</i> by Ann Morris <i>People Everywhere</i> by Paul Humphrey <i>There's a Map on My Lap!</i> By Tish Rabe <i>A Tree is Nice</i> by Janice May Udry Map skills cut and paste Geography tools cut and paste Where we Live craft

Additional Strategies/Center Time <ul style="list-style-type: none"> Project-based learning/Culminating Task 	

Tier II Vocabulary	Tier III Vocabulary
community, locate, relative, map, model, physical, resources, environment, cardinal directions (north, south, east, west)	globe, map, compass rose, relative location, absolute location, landform, natural resource, continent, ocean

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Map Skills Check Sort with pictures or words Compass Rose movement game Vocabulary picture map	At the end of each chapter: <ul style="list-style-type: none"> Social Studies chapter assessment Unit ELA assessment 	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> Allow oral responses Allow verbalization before writing Use audio materials when necessary 	<ul style="list-style-type: none"> Read tests aloud Restate, reword, clarify directions Use audio materials Re-teach concepts using small groups 	<ul style="list-style-type: none"> Restate, reword, clarify directions Re-teach concepts using small groups Extended time Provide notes 	<ul style="list-style-type: none"> Tabletop Mini Lessons Restate, reword, clarify directions Use audio materials Re-teach concepts using small groups Provide notes and images Chunking Content 	<ul style="list-style-type: none"> Expanding time for free reading Additional student-driven opportunities Student choice for project or approach to assignment

<ul style="list-style-type: none"> • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	<ul style="list-style-type: none"> • Inquiry-based instruction • Provide additional options to demonstrate knowledge.
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Related State Mandates	
<input checked="" type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic	<input type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the

<p>diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap</i>)</p> <p><input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</p> <p><input type="checkbox"/> Other:</p>	<p>contributions of African Americans to this country.</p> <p><input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions.</p> <p><input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..</p>
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<p>Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found HERE.</p> <p><input type="checkbox"/> Climate Change</p> <p><input checked="" type="checkbox"/> Other Interdisciplinary Connections:</p> <p> <input checked="" type="checkbox"/> ELA:</p> <p> <input type="checkbox"/> Math:</p>

<p>Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills</p> <p><input type="checkbox"/> 9.1 Personal Financial Literacy</p> <p> <input type="checkbox"/> Financial Health: <i>Financial Psychology, Civic Financial Responsibility</i></p> <p> <input type="checkbox"/> Financial Landscape: <i>Financial Institutions, Economic & Government Influences</i></p> <p> <input type="checkbox"/> Money Management: <i>Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile</i></p> <p><input type="checkbox"/> 9.2 Career Awareness and Planning</p>

- ☐ 9.4 Life Literacies and Key Skills
 - ☐ Creativity and Innovation
 - ☐ Critical Thinking and Problem Solving
 - ☐ Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ 8.1 Computer Science
- ☐ 8.2 Design Thinking
- ☒ 9.4 Life Literacies and Key Skills
 - ☐ Digital Citizenship
 - ☒ Information and Media Literacy
 - ☐ Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
 - ☒ Creating - Conceive, Develop, and/or Construct
 - ☒ Performing - Integrate, Practice, and/or Present
 - ☐ Responding - Perceive, Evaluate, and/or Interpret
 - ☐ Connecting - Synthesize and/or Relate

Chapter 3

Chapter #3: Symbols and Traditions of the United States

Pacing (Weeks): 6 weeks

Unit Description:

Social Studies: In this unit, students learn how symbols, traditions, songs, and holidays help us understand what it means to be an American. Students will explore how these cultural elements represent our shared values, history, and identity. Through engaging

readings, images, and interactive activities, students are introduced to the importance of national symbols such as the flag, bald eagle, and Liberty Bell, and the significance of patriotic songs and holidays.

ELA: In this chapter, first grade students will practice reading informational text with visuals and context support. Students will read and write using domain specific vocabulary, and participate in shared reading and oral discussion using complete sentences. Students will strengthen listening and speaking skills through class conversations about national symbols, holidays, and traditions. Students will have the opportunity to respond to text through drawing, labeling, dictating, and writing about key people, events, and symbols.

Essential Questions	Enduring Understandings
<p>Social Studies:</p> <ul style="list-style-type: none"> What does it mean to be American? <p>ELA</p> <ul style="list-style-type: none"> How do I figure out what an American symbol means? How do I use pictures and headings to help me read and understand the text? How do I remember what I've read about an American Tradition? How do I use new vocabulary words in a discussion? How do I share my ideas clearly in writing so others can understand? 	<ul style="list-style-type: none"> There are symbols and traditions that connect all Americans across the country. The American flag is a symbol of freedom American documents are the basis of the United States' freedom and laws. Using text features, images, and key details will help me comprehend and explain the meaning of American symbols, holidays, and traditions. Asking and answering questions helps me learn from my classmates and build my understanding of new ideas. Connecting ideas and people in a text will help to better understand how American traditions were created and why they are important.

NJSL Standards	Learning Objectives
<p>Social Studies:</p> <p>Amistad Law</p>	<ul style="list-style-type: none"> I can learn how people from the past helped change unfair rules.

<p>6.1.2.civics.PD.1</p> <p>6.1.2.CivicsDP.1</p> <p>6.1.2.CivicsDP.2</p> <p>6.1.2.CivicsDP.3</p> <p>6.1.2.HistoryCC.3</p> <p>ELA:</p> <p>L.VI.1.3: D</p> <p>L.RF.1.4: A</p> <p>L.RF.1.4: B</p> <p>L.RF.1.4: C</p> <p>SL.ES.1.3</p> <p>RL.IT.1.3</p> <p>RI.IT.1.3</p>	<ul style="list-style-type: none"> • I can explain how I can make good choices and work with others to help my classroom and community. • I can explain what rules are and why we have them at home, in school, and in our community. • I can explain why rules help people get along and keep everyone safe and fair. • I can explain what happens when rules are broken and why following rules is important. • I can explain how people and communities change over time and how those changes affect the way we live today. <ul style="list-style-type: none"> • I can use new vocabulary words when I speak and write • I can read the text with accuracy and show that I understand what I read • I can read and understand just right books for me. • I can read with expression and fix my mistakes when something doesn't sound right. • I can ask and answer questions to help me understand what others are saying. • • I can tell what happens first, next, and last in a story. • I can explain how one event leads to another in a nonfiction text • I can describe how to people or ideas are alike or different
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Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> • Collaborative Reading • Read Alouds with Think Alouds • Turn and Talk • KWL Chart • Whole Class Mapping Activity • Active classroom <ul style="list-style-type: none"> ◦ Draw a Symbol ◦ Sing About It ◦ Make and Play a game ◦ Find and Point ◦ What Am I? ◦ What Happens Next? <p>Small Group</p> <ul style="list-style-type: none"> • Direct Instruction (Cause and Effect, Critical Thinking, Vocabulary skills) <p>Additional Strategies/Center Time</p> <ul style="list-style-type: none"> • Project-based learning/Culminating Task 	<ul style="list-style-type: none"> • Teacher's Manual • Discussion Lesson T28 • LEAR Lessons • NJ Commission on Holocaust Education - K-2 lessons to embed • Suggested Reading/Trade Books: <ul style="list-style-type: none"> ◦ <i>The American Flag</i> by Elaine Landau ◦ <i>The Statue of Liberty</i> by Lucille Recht Penner ◦ <i>The National Anthem</i> by Patricia Ryon Quiri ◦ <i>Riding to Washington</i> by Gwenyth Swain ◦ <i>The Flag We Love</i> by Pam Munoz Ryan ◦ <i>The Liberty Bell</i> by Mary Firestone ◦ <i>The Day You Begin</i> by Jacqueline Woodson ◦ <i>Fourth of July Mice</i> by Bethany Roberts • https://amhistory.si.edu/starspangledbanner/ • Holiday mini books

Tier II Vocabulary	Tier III Vocabulary
celebrate, tradition, important, remember, proud, together, brave, leader, symbol	Liberty Bell, patriotic, monument, Declaration of Independence, Constitution, Veteran's Day, Independence Day, Bald eagle, Pledge of Allegiance, hero

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<p>Draw & Label (American Symbols) Sentence Stem Completion Symbols Sort American Hero Sort Oral Responses</p> <p>Partner or Small Group Discussions</p> <ul style="list-style-type: none"> ● Prompts for discussion: <ul style="list-style-type: none"> ○ “Why do we celebrate certain holidays?” ○ <p>Graphic Organizers</p> <ul style="list-style-type: none"> ● Students complete organizers to: <ul style="list-style-type: none"> ○ Match symbols (flag, bald eagle, Liberty Bell) to what they represent ○ Sort traditions and holidays into categories (local, national, family) ○ Compare two traditions or symbols and explain how they are alike or different 	<p>At the end of each chapter:</p> <ul style="list-style-type: none"> ● Social Studies chapter assessment ● Unit ELA assessment 	<p>Projects Portfolios Presentations</p>

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Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<p>demonstrate knowledge.</p> <ul style="list-style-type: none"> • SIOP model strategies 	
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Related State Mandates	
<input checked="" type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The Snowy Day, Wind Flyers</i>) <input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. <input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. <input checked="" type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☒ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☒ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Digital Citizenship**
 - ☒ **Information and Media Literacy**

☐ Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ 1.2 Media Arts

- ☒ Creating - Conceive, Develop, and/or Construct
- ☒ Performing - Integrate, Practice, and/or Present
- ☐ Responding - Perceive, Evaluate, and/or Interpret
- ☐ Connecting - Synthesize and/or Relate

Chapter 4

Chapter 4: Life Today and Long Ago

Pacing (Weeks): 6 weeks

Unit Description:

Social Studies: In this unit, students explore how life has changed over time and how history helps us understand the world today. They will learn to compare life in the past with life in the present by examining families, schools, communities, and traditions. Through stories, visuals, and hands-on activities, students will discover how people lived long ago, how communities have grown and changed, and how technology has influenced daily life. Students will also practice using timelines, sequencing events, and identifying cause-and-effect relationships to better understand history. This chapter builds foundational skills for historical thinking and encourages students to appreciate the similarities and differences between their lives and the lives of people in the past.

ELA: Students will talk and listen to one another to share ideas and ask questions. They will read and listen to stories about the past, looking for important details and learning how words help us understand meaning. Students will connect ideas they find in different texts and use what they know about grammar to improve their speaking and writing. They will practice reading smoothly and with expression, work on figuring out new vocabulary, and use pictures and visuals to better understand what they read.

Essential Questions	Enduring Understandings
<p>Social Studies:</p> <ul style="list-style-type: none"> How does life change throughout history? <p>ELA</p> <ul style="list-style-type: none"> How can talking and listening to others help us learn about the past? How do authors use words and phrases to help us understand stories and information? How can we connect ideas from different texts to better understand history and traditions? Why is it important to use correct grammar and language when we share what we know about the past? How does reading fluently and with expression help us understand stories about long ago? How can pictures, timelines, and visuals help us learn about life then and now? What strategies can we use to figure out new words we see in stories about history? 	<ul style="list-style-type: none"> We measure time with clocks and calendars Some aspects of schools and communities stay the same over time, but other aspects change. Technology, transportation, and ways to communicate have changed over time. <ul style="list-style-type: none"> Sharing ideas and listening carefully to others helps us learn new information and understand different perspectives about history. Authors choose words and phrases that give meaning, create images in our minds, and help us better understand stories and facts. Connecting information from multiple texts helps us see patterns, deepen our knowledge, and make sense of history and traditions. Using correct grammar and clear language helps us communicate our ideas accurately so others can understand what we've learned. Reading smoothly and with expression makes stories easier to follow, more enjoyable, and helps us understand meaning more clearly. Visuals like pictures, timelines, and charts give us clues that support our understanding of how life has changed over time. We can use context clues, word parts, and visuals to figure out the meaning of new words and strengthen our understanding of texts.

NJSL Standards	Learning Objectives
<p>Social Studies:</p> <p>Amistad Law</p>	<ul style="list-style-type: none"> I can listen to others and explain how we can work together to help our community.

<p> 6.1.2.CivicsPD.1 6.1.2.GeoGI.1 6.1.2.HistoryCC.1 6.1.2.HistoryCC.2 6.1.2.HistoryCC.3 6.1.2.HistoryUP.3 6.1.2.HistorySE.3 6.1.2.HistoryCA.1 </p> <p>ELA:</p> <p> <u>SL.PE.1.1:C</u> <u>RL.TS.1.4</u> <u>RI.TS.1.4</u> <u>RL.CT.1.8</u> <u>RI.CT.1.8</u> <u>L.KL.1.1</u> L.RF.1.4: <u>A</u>, <u>B</u>, <u>C</u> <u>L.VL.1.2: A</u> <u>L.VI.1.3: E</u> </p>	<ul style="list-style-type: none"> ● I can use a map or globe to find places. ● I can describe where a place is by using words like near, far, left, or right. ● I can look at stories, pictures, or objects to learn about the past. ● I can describe how life today is the same as and different from life in the past. ● I can explain how families, schools, and communities have changed over time. ● I can put events in order from first to last. ● I can make a timeline to show when things happened in history. ● I can tell about important people and groups from the past. ● I can explain how working together can make communities stronger. ● I can share how knowing about the past helps us understand today. <ul style="list-style-type: none"> ● I can share my ideas and ask questions in a group. ● I can ask questions to help me understand words in a story. ● I can ask questions about words in nonfiction texts. ● I can connect details in a story to better understand it. ● I can explain how parts of a story fit together. ● I can connect ideas in nonfiction texts. ● I can use complete sentences when I speak and write. ● I can read words correctly. ● I can read smoothly and with expression. ● I can understand what I read. ● I can use parts of a word or a picture to understand it. ● I can use pictures, charts, and timelines to help me understand what I read.
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Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> • Collaborative Reading – Read selections from the text together, pausing to discuss key details about life long ago and today. • Read Alouds with Think Alouds – Model reading strategies by pausing to explain how you figure out word meanings or make connections to history. • Turn and Talk – Pose a question such as “<i>How is your life the same as a child’s life long ago?</i>” and have partners share ideas. • KWL Chart – Build a class chart on “Life Long Ago and Today” to record what students <i>Know</i>, <i>Want to know</i>, and <i>Learned</i>. • Whole Class Mapping Activity – Work together to place events or places on a class map or timeline to show change over time. • Active Classroom – Use movement (e.g., stand up if it happened long ago, sit down if it happens today). • Draw a Symbol – Students create a simple symbol or drawing to represent something they learned about the past. • Sing About It – Teach a song or chant about timelines, change over time, or traditions. • Make and Play a Game – Create a matching game with “Then and Now” picture cards. 	<ul style="list-style-type: none"> • Teacher’s Manual • Discussion Lesson T28 • LEAR Lessons • NJ Commission on Holocaust Education - K-2 lessons to embed • Suggested Reading/Trade Books: <ul style="list-style-type: none"> ○ <i>Then and Now</i> by Heather Amery ○ <i>Long Ago and Today</i> by Rozanne Lanczak Williams ○ <i>When I Was Young in the Mountains</i> by Cynthia Rylant ○ <i>School Days Then and Now</i> by Robin Nelson ○ <i>If You Lived 100 Years Ago</i> by Ann McGovern ○ <i>Telephone</i> by Mac Barnett ○ <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta

- Find and Point – Students point to visuals, maps, or timelines in the text to locate answers.
- What Am I? – Teacher gives clues (e.g., “I am a way people traveled long ago...”) and students guess the object.
- What Happens Next? – Pause during a story or timeline and ask students to predict what comes next.

Small Group

- Direct Instruction – Focus on targeted skills such as:
 - Cause and Effect (e.g., how technology changes life)
 - Critical Thinking (compare daily life then and now)
 - Vocabulary Skills (practice timeline, past, present, tradition, etc.).

Tier II Vocabulary

Tier III Vocabulary

contrast, change, similar, different, order, sequence, before, after, present, past, future, tradition, community, family, important, event, information, visual, explain	past, present, future, timeline, history, long ago, tradition, community, family, generation, invention, transportation, communication, school, home, change
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Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<p>Exit Ticket – Write or draw one way life today is different from life long ago.</p> <p>Think-Pair-Share – Answer a guiding question, then share with a partner.</p> <p>Timeline Activity – Students place events or images in order from past to present.</p> <p>Role Play – Act out a child’s day long ago vs. today.</p> <p>What Am I? Game – Teacher gives clues about an object or event; students guess the word (e.g., “I am used to show when things happened. What am I? → timeline”).</p> <p>Sentence Frame Response – “One way life is different today is ____.” / “One thing that stayed the same is ____.”</p>	<p>Draw and Explain – Students draw two pictures (one long ago, one today) and explain the changes in words or orally.</p> <p>Then and Now Booklet – Students make a mini-book comparing daily life long ago and today, with illustrations and sentences.</p> <p>Role Play Presentation – Small groups act out a “day in the life” of a child long ago vs. today, then explain similarities and differences.</p> <p>Oral Presentation – Students share one way the past is different from today and why it matters.</p>	<p>Then and Now Poster: Fold a paper in half: one side “Long Ago,” the other “Today.” Students draw and label homes, schools, or transportation.</p> <p>Imagine You Lived Long Ago: Students write/draw: “If I lived long ago, I would...” (example: walk to school, use a lantern, write letters).</p>

Matching Game – Match a word card to its picture or definition.		
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Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<ul style="list-style-type: none"> • SIOP model strategies 	
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Related State Mandates	
<input type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin</i>) <input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (<i>Harriet Tubman</i>) <input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. <input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change:**
- ☒ **Other Interdisciplinary Connections:**
 - ☐ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies:**
 - ☒ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☒ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☒ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☒ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☒ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Digital Citizenship**

- ☒ Information and Media Literacy
- ☐ Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
 - ☒ Creating - Conceive, Develop, and/or Construct
 - ☒ Performing - Integrate, Practice, and/or Present
 - ☒ Responding - Perceive, Evaluate, and/or Interpret
 - ☒ Connecting - Synthesize and/or Relate

Chapter 5: One Nation, Many People

Pacing (Weeks): 6 Weeks

Unit Description:

Social Studies: In this unit, students explore the rich diversity of the United States and how people from many cultures, backgrounds, and traditions come together to form one nation. They learn about the shared symbols, holidays, and traditions that unite Americans, as well as the

importance of respecting and celebrating differences. Through stories, visuals, and activities, students compare their own family traditions with those of others, recognize contributions made by people of different cultures, and understand how communities are strengthened by diversity.

ELA: In this unit, students strengthen their reading, speaking and listening skills while learning about the diverse people and traditions that make up the United States. Through literature and informational texts, students will be able to identify how the parts of a story fit together. Students will use text features like titles, headings, and pictures to locate key details in a non-fiction text. Students will also practice fluency by reading grade level texts accurately and smoothly. Students will use vocabulary to compare and use new words in discussions and in their writing. They will also share ideas about the texts and build on their classmates' thoughts.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do so many different people make one nation? • Why is it important to respond respectfully to what others say? • Why is it important to understand the beginning, middle, and end of a story? • How do text features like titles, headings, and pictures help me learn? • What can I do when my reading doesn't make sense? • How does learning new words help me talk and write about America's diversity and unity? • How do the parts of a story help us understand traditions and experiences from long ago and today? 	<ul style="list-style-type: none"> • Families and communities share different customs, holidays, celebrations, beliefs, languages, and traditions. • Culture is expressed in various ways. • We can learn about our nation's past and its culture through stories, including folk tales and legends. • We are all part of American culture. • Immigrants and American Indians contribute to our nation in many ways. • Sharing ideas clearly helps us learn from each other. • Stories are made of connected parts, and understanding how those parts fit together helps us make meaning. • Authors use text features (like titles, headings, and pictures) to help readers find and understand important information. Expanding our vocabulary helps us better understand texts and express our ideas in more precise ways.

NJSL Standards	Learning Objectives
<p>Social Studies:</p> <p>6.1.2.GeoHE.2 6.1.2.GeoGI.1 6.1.2.EconNE.1 6.1.2.EconGE.2 6.1.2.HistoryUP.1 6.1.2.HistoryUP.2 6.1.2.HistorySE.1</p> <p>ELA:</p> <p>SL.11.1.2 RL.PP.1.5 RI.PP.1.5 L.KL.1.1 L.RF.1.4: A, B, C L.VL.1.2: B</p>	<ul style="list-style-type: none"> • I can list basic needs • I can understand that cultures have similarities and differences • I can identify elements of different cultures, such as food, clothing, and language • I can recognize that people and families have different customs and traditions. • I can understand that the county is made up diverse cultures. • I can understand that American Indians live across the United States <ul style="list-style-type: none"> • I can share my thoughts clearly during partner or group discussions about people, traditions, and communities. • I can explain how characters, events, or ideas are connected in a story about communities or traditions. • I can explain how these text features help me understand what I read. • I can speak and write in complete sentences to share my ideas about communities, traditions, and holidays. • I can explain how words are alike or different in meaning to help me understand texts better.

Instructional Strategies	Instructional Resources
<p>Whole Group:</p>	<ul style="list-style-type: none"> • Discussion Lesson T28 • LEAR Lessons • NJ Commission on Holocaust Education - K-2 lessons to embed

Interactive Read-Alouds

- Read stories or informational texts about communities, holidays, or diverse traditions.
- Pause to ask comprehension questions and encourage predictions: “What do you think happens next?” or “How is this community similar or different from ours?”

Think-Alouds

- Model how to use text features (titles, headings, pictures) to gather information.
- Show how to make connections between past and present or between characters and real-life communities.

Shared Story Mapping

- Create a large story map on chart paper for a book read aloud.
- Include beginning, middle, end, and key details about people, events, or traditions.

Small Group**Partner “Think & Share”**

- Students discuss prompts such as: “What is one tradition your family celebrates?” or “How are people in our community

- Suggested Reading/Trade Books:

- *Same, Same but Different* by Jenny Sue Kostecki-Shaw
- *All Are Welcome* by Alexandra Penfold
- *Whoever You Are* by Mem Fox
- *We All Sing with the Same Voice* by J. Philip Miller & Sheppard M. Greene

<p>similar to people in another community?”</p> <p>Sorting & Categorizing Activity</p> <ul style="list-style-type: none"> • Provide picture cards of different communities, celebrations, or historical vs. modern images. • Students sort by categories: <i>Long Ago / Today</i> or <i>Similarities / Differences</i>. <p>Fluency Practice</p> <ul style="list-style-type: none"> • Use paired reading or choral reading of chapter texts. • Encourage students to read with expression and self-correct mistakes <p>Writing Connections</p> <ul style="list-style-type: none"> • Students write a short sentence or draw a picture about a tradition, symbol, or holiday in their community. 	
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Tier II Vocabulary	Tier III Vocabulary
community, tradition, celebrate, symbol, respect, similar, different, leader, contribution, depend, unify, united	citizen, diversity, culture, heritage, community leader, tradition, symbol, contribution, Independence Day, community service

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
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<p>Exit Tickets</p> <ul style="list-style-type: none"> Prompts for students to write or draw quick responses: <ul style="list-style-type: none"> “Name one tradition your family celebrates.” “Who is a leader in your community, and how do they help?” “Tell one way people in different communities are similar or different.” <p>Story & Informational Text Mapping</p> <ul style="list-style-type: none"> Students complete a graphic organizer: <ul style="list-style-type: none"> For stories: identify beginning, middle, and end events related to people, traditions, or leaders. For informational texts: use headings, titles, and pictures to find facts about communities and traditions 	<p>At the end of each module:</p> <ul style="list-style-type: none"> Culminating Task with rubric <p>“My Community” Map & Presentation</p> <ul style="list-style-type: none"> Task: Students draw a map of their community including: <ul style="list-style-type: none"> Important places (school, library, park) Community helpers or leaders Symbols of their community Students present their map to the class and explain their choices. <p>Traditions & Symbols Quiz</p> <ul style="list-style-type: none"> Task: Multiple-choice, matching, or short-answer questions about: <ul style="list-style-type: none"> Traditions, holidays, and symbols of the U.S. Differences and similarities between communities Roles of leaders and contributions to the community 	<p>Projects Portfolios Presentations <u>Alternative Assessment Choices</u></p> <p>Timeline Creation</p> <ul style="list-style-type: none"> Task: Students create a visual timeline comparing objects, transportation, homes, or schools from long ago and today. Assessment Focus: Understanding historical change, sequencing events, comparing past and present. <p>Story Retelling</p> <ul style="list-style-type: none"> Task: After reading a text or listening to a story about long ago, students retell the story in their own words or create a short modern version of the story. Assessment Focus: Comprehension (RL.PP.1.5), sequencing, creativity, and connecting past to present.
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Think-Pair-Share <ul style="list-style-type: none"> • Question prompts: <ul style="list-style-type: none"> ○ “Why do people in the U.S. celebrate the same holiday in different ways?” ○ “How do leaders help make our communities better?” • Students think individually, share with a partner, then with the class. 	Oral Presentation / Show & Tell <ul style="list-style-type: none"> • Task: Students bring or draw an object representing a tradition, symbol, or leader. They: <ul style="list-style-type: none"> ○ Describe what it represents ○ Explain why it is important ○ Compare it to another tradition or symbol 	
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Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> • Allow oral responses 	<ul style="list-style-type: none"> • Read tests aloud 	<ul style="list-style-type: none"> • Restate, reword, clarify directions 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions 	<ul style="list-style-type: none"> • Expanding time for free reading

<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	<ul style="list-style-type: none"> • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.
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Related State Mandates

- ☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The Snowy Day, Wind Flyers*)
- ☒ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
- ☐ **Other:**

- ☐ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.
- ☒ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.
- ☐ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☒ **Creativity and Innovation**
 - ☒ **Critical Thinking and Problem Solving**
 - ☒ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Digital Citizenship**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Media Arts: Visual and Performing Arts Performance Standards
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<ul style="list-style-type: none"><input checked="" type="checkbox"/> 1.2 Media Arts

- | |
|---|
| <ul style="list-style-type: none"><input checked="" type="checkbox"/> Creating - Conceive, Develop, and/or Construct<input checked="" type="checkbox"/> Performing - Integrate, Practice, and/or Present<input checked="" type="checkbox"/> Responding - Perceive, Evaluate, and/or Interpret<input checked="" type="checkbox"/> Connecting - Synthesize and/or Relate |
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Chapter 6: Work in the Community	Pacing (Weeks): 6 weeks
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Unit Description:

Social Studies: In this unit, students learn about the different kinds of work people do in their communities and how these jobs help make communities run smoothly. They will explore the roles of community helpers, leaders, and businesses, and discover how everyone's work contributes to the well-being of the community. Students will compare different types of jobs, identify goods and services, and understand how people depend on one another. Through reading, discussion, and hands-on activities, students will practice using community-related vocabulary, explain the importance of cooperation, and recognize the value of everyone's contributions.

ELA: Students will develop reading, writing, and language skills while learning about different jobs and roles people have in their communities. Through literature and informational texts, students identify how characters respond to challenges or work together in a story. Students will practice using complete sentences and proper grammar when speaking and writing about communities. They will build reading fluency by reading texts accurately, smoothly, and with understanding, applying strategies to self-correct when needed.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How do people get what they need? How do characters in a story solve problems or help others in their community? How can we compare information from different texts to learn about community helpers and jobs? How does using complete sentences help me share my ideas clearly? 	<ul style="list-style-type: none"> People exchange goods and services to get what they need. Producers make goods and provide services. Consumers buy goods and services. Limited resources means that we must make choices as we spend, save, and donate money. Characters' actions and decisions show how people solve problems and help others, which teaches us lessons we can apply in our own communities. Using text features and comparing information across texts helps readers understand how different people, jobs, and community helpers contribute to the community. Reading smoothly and accurately improves comprehension and allows us to understand stories and informational texts better.

NJSL Standards	Learning Objectives
Social Studies: 6.1.2.CivicsPI.2 6.1.2.CivicsPD.2 6.1.2.GeoGI.1 6.1.2.EconET.1 6.1.2.EconET.2 6.1.2.EconET.3 6.1.2.EconET.4 6.1.2.EconEM.1 6.1.2.EconEM.2 6.1.2.EconEM.3 6.1.2.EconNE.2 6.1.2.EconGE.1	<ul style="list-style-type: none"> I can use prior knowledge to gain understanding. I can make meaningful connections to personal experience. I can write a plan for how to spend money. I can describe what a need is. I can describe what a want is. I can explain why we make choices. I can explain why people use money. I can identify the difference between goods and services. I can identify goods and services used at home, at school and in the community. I can understand the relationship between consumers and producers. I can explain the difference between a want and a need. I can learn about the jobs people do at home.

6.1.2.EconGE.2 ELA: RL.MF.1.6 RI.MF.1.6 L.KL.1.1 L.RF.1.4: A , B , C	<ul style="list-style-type: none"> • I can explain what I learn from the choices characters make in a story about people and communities. • I can use titles, headings, and pictures to find important information in a text. • I can speak and write in complete sentences to share my ideas about communities and traditions.
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Instructional Strategies	Instructional Resources
<p>Whole Group</p> <p>Interactive Read-Alouds</p> <ul style="list-style-type: none"> • Read stories or informational texts about community helpers, jobs, and how people work together. • Pause to ask questions: “What problem did this character solve?” or “How does this job help the community?” <p>Think-Aloud Modeling</p> <ul style="list-style-type: none"> • Demonstrate how to use text features (titles, headings, pictures) to gather information about jobs and services. • Show how to compare information from two texts about community helpers. 	<ul style="list-style-type: none"> • Discussion Lesson T28 • LEAR Lessons • NJ Commission on Holocaust Education - K-2 lessons to embed • Suggested Reading/Trade Books: <ul style="list-style-type: none"> ○ <i>The Go-Around Dollar</i> by Barbara Adams and Joyce Zairs ○ <i>The Giant Hug</i> by Sandra Horning ○ <i>Rock, Brock, and the Savings</i> by Shelila Bair ○ <i>The Tortilla Factory</i> by Gary Paulsen

Shared Story Mapping

- Create a story map on chart paper: beginning, middle, and end of a story about a community or worker.
- Include key details about how characters or real people contribute to the community.

Small Group

Partner “Think & Share”

- Students discuss: “What is one job someone in our community does?” or “How do community helpers work together?”
- Practice listening and responding to each other’s ideas

Sorting & Categorizing Activity

- Provide picture cards of jobs, goods, and services.
- Students sort them by type of work, community role, or need vs. want

Community Role Play

- Students act out different jobs in a community (teacher, doctor, firefighter, shopkeeper).
- Discuss how each role helps the community and why

cooperation is important.	
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Tier II Vocabulary	Tier III Vocabulary
Community, help, contribute, service, leader, depend, responsible, cooperate, organize, important, job	community helper, goods services, needs, wants, business, leader, contribution, economy, cooperate

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Exit Tickets <ul style="list-style-type: none"> Quick writing or drawing prompts: <ul style="list-style-type: none"> “Name one community helper and how they help people.” 	<p>At the end of each module:</p> <ul style="list-style-type: none"> Culminating Task with rubric <p>Community Helper Project</p> <ul style="list-style-type: none"> Task: Students create a mini-poster or 	<p>Projects Portfolios Presentations <u>Alternative Assessment Choices</u></p>

<ul style="list-style-type: none"> ○ “Draw a job you would like to do and explain why it is important.” ○ “Give one example of a good or service in your community.” <p>Graphic Organizers</p> <ul style="list-style-type: none"> ● Students complete organizers to: <ul style="list-style-type: none"> ○ Match community helpers with their jobs ○ Sort examples of needs vs. wants or goods vs. services ○ Compare two jobs in the community and explain how each helps others <i>Assesses:</i> critical thinking, understanding of community roles, and text comprehension <p>Quick Write or Drawing</p> <ul style="list-style-type: none"> ● Students respond to prompts such as: <ul style="list-style-type: none"> ○ “Draw a community helper and write one sentence about what they do.” ○ “Write about a job you think 	<p>booklet showing:</p> <ul style="list-style-type: none"> ○ One or more community helpers ○ The job they do and how it helps the community ○ Tools or resources they use <p>Needs, Wants, Goods, and Services Sort</p> <ul style="list-style-type: none"> ● Task: Students complete a written or interactive activity sorting examples of: <ul style="list-style-type: none"> ○ Needs vs. wants ○ Goods vs. services 	<p>Community Helpers Museum</p> <ul style="list-style-type: none"> ● Task: Students create a mini-exhibit or poster of different community helpers, including tools they use, what they do, and how they help. Classmates can “tour” the museum and ask questions. <p>Community Helpers Interview</p> <ul style="list-style-type: none"> ● Task: Students “interview” a classmate about a job they would like to have in the community and ask questions about how it helps others.
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is important and why.”		
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Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Student choice for project or approach to assignment • Use video to demonstrate 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	demonstrate knowledge.	demonstrate knowledge.	<p>understanding of content.</p> <ul style="list-style-type: none"> • Provide additional options to demonstrate knowledge. • SIOP model strategies 	
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Related State Mandates	
<input type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The Snowy Day, Wind Flyers</i>) <input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.	<input type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. <input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. <input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

☐ Other:

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ Climate Change
- ☒ Other Interdisciplinary Connections:
 - ☒ ELA:
 - ☐ Math:

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☒ 9.1 Personal Financial Literacy
 - ☒ Financial Health: *Financial Psychology, Civic Financial Responsibility*
 - ☒ Financial Landscape: *Financial Institutions, Economic & Government Influences*
 - ☒ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ 9.2 Career Awareness and Planning
- ☒ 9.4 Life Literacies and Key Skills
 - ☒ Creativity and Innovation
 - ☒ Critical Thinking and Problem Solving
 - ☒ Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ 8.1 Computer Science
- ☒ 8.2 Design Thinking

- ☒ 9.4 Life Literacies and Key Skills
 - ☐ Digital Citizenship
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 - ☐ Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
 - ☒ Creating - Conceive, Develop, and/or Construct
 - ☒ Performing - Integrate, Practice, and/or Present
 - ☒ Responding - Perceive, Evaluate, and/or Interpret
 - ☒ Connecting - Synthesize and/or Relate