Lindenwold Public School

Course Name: English Language Arts/Social Studies	**Grade Level(s): 1st Grade**
BOE Adoption: November 2026	**Revision(s): 9/2026**

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.

Unit 1 - Rights and Responsibilities of Citizens

Chapter #1: Rights and Responsibilities of Citizens	**Pacing (Weeks): 6 weeks**
Unit Description: **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. **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.	

Essential Questions	**Enduring Understandings**
Social Studies: ● What does it mean to be a good citizen? ● Why do we need rules and laws? ● Who makes decisions in our community, and how do we help? **ELA:** ● How can who, what, where, when, why, and how questions help me understand a text? (RL/RI.CR.1.1) ● How are these words alike and different? (L.VI.1.3.A,B) ● How do I know where a sentence begins and ends? (L.KL.1.1) ● What does a good listener do? (SL.PE.1.1.A)	● Good citizens show respect, responsibility, and cooperation at home, at school, and in the community. ● Rules and laws keep people safe and treated fairly, and choices have consequences. ● Leaders make decisions and help groups solve problems, and citizens help by voting, listening, and taking part. ● Asking and answering questions helps readers find key details. (RL/RI.CR.1.1) ● Sorting words into groups helps us understand their meaning. (L.VI.1.3.A,B)

● What happened first, next, and last? What lesson did the story teach? (RL.CI.1.2)	● Capital letters, punctuation, and complete sentences help readers understand our writing. (L.KL.1.1) ● Strong discussions happen when everyone listens and takes turns. (SL.PE.1.1.A) ● Retelling events in order and finding the central message shows I understand a story. (RL.CI.1.2)

NJSL Standards	**Learning Targets**

ELA Standards and Learning Targets

- L.KL.1.1
  - 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
  - I can sort words into groups, like colors or clothing, to understand what they mean.
  - I can use sentence frames to explain why a word belongs in a group.
- RL.CR.1.1 / RI.CR.1.1
  - 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
  - I can listen carefully and take turns speaking when I share ideas with others.
  - I can follow the rules for having a discussion.
- RL.CI.1.2
  - I can retell the important events of a story in order.
  - I can tell the central message (lesson) of a story.
- SL.ES.1.3
  - I can ask and answer questions about what someone says to learn more or understand better.

(*6.1.2.CivicsPI.1–6, 6.3.2.CivicsPD.1*)

- 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.

(*6.1.2.CivicsPR.1–4, 6.1.2.CivicsCM.1–3*)

- 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.

6.1.2.CivicsPD.1–2, 6.3.2.CivicsPD.1)

(*6.1.2.EconET.5, 6.1.2.EconNE.2*)

- I can explain how people make choices about spending and saving.
- I can describe how we use goods and services in our everyday lives.

Instructional Strategies	Instructional Resources
Whole Group ● Gradual release (I Do / We Do / You Do) ● Explicit vocabulary instruction ● Interactive read-alouds with think-alouds and questioning ● Choral, partner, and collaborative reading ● Turn and Talk / Think-Pair-Share ● Sentence frames and starters ● Anchor charts and shared writing ● Graphic organizers (T-chart, Venn diagram, retelling) ● Word and picture sorts ● Active Classroom (thumbs up/down, act it out), songs, and video hooks ● Cooperative group challenges and games ● Draw-and-write responses ● Formative assessment (exit tickets, Lesson Checks, observation, work samples) **Small Group** ● IRLA Formative Assessment ● UFLI Reteach ● Renaissance Skill Review ● Center Activities	● Teacher's Manual ● Primary and Secondary Sources - Skills Handbook ● Discussion Lesson T28 ● LEAR Lessons - Developing Literacy Classrooms ● Interview by Asking Questions ● Asking questions graphic organizer ● Texts ○ *David Goes to School*, *I Just Forgot*, *That Fruit Is Mine*, *What If Everybody Did That?* ○ *Quinito's Neighborhood*, *Do Unto Otters*, *The President of the Jungle* ○ *Abe Lincoln: The Boy Who Loved Books* (or another fiction Lincoln story) ○ *Enemy Pie*, *Mary Had a Little Lamb* **Videos and Songs** ● Dr. Jean's Rules Rap, "Be a GOOD Sport!" ● Videos on cooperation, rules, problem solving, and government **Handouts and Organizers** ● Response sheets (responsibilities, rules/consequences, "What if everybody…?")

	• Sort and matching activities (Fact vs. Fiction, My Leader Sort, rules/consequences cards) • Graphic organizers (leaders, Lincoln, retelling, Fair vs. Unfair T-chart)

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

Supplemental Resources	**Intervention Resources**
IRLA Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo BrainPop	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	**Summative Assessment(s)**	**Alternative Assessment(s)**
• Exit tickets, Lesson Checks, and Reading Checks • Observation and participation notes • Work samples (posters, written responses, sorts) and student share-outs	**At the end of each unit:** • **Social Studies chapter assessment** • **Unit ELA assessment**	**Projects** **Portfolios** **Presentations**

• IRLA Formative Assessment		

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**
• **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**	• **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.**	• **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.**	• **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.**	• **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.**

• **Untimed and/or extended test taking time** • **Shorten assignments to focus on mastery concept** • **Utilize preferential seating** • **Provide additional options to demonstrate knowledge.**			• **Provide additional options to demonstrate knowledge.** • **SIOP model strategies**	

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.** Activity Guide: C1 pp. 95–103 Cultural Clothing, New Year's Traditions Around the World ☑ **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.** **The fair vs. unfair T-chart in *The President of the Jungle* and the rules/consequences lessons deal with fairness, but not with groups being treated unfairly.**

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 -*My Leaders Day 3 and Quinito's Neighborhood cover community helpers and leaders (firefighter, teacher, doctor, mayor, governor, president)***

- ☐ **9.4 Life Literacies and Key Skills**
  - ☑ **Creativity and Innovation -** ***Rule posters and signs, the election poster, the "What if everybody…?" drawings, and the group class book in Unit Review.***
  - ☑ **Critical Thinking and Problem Solving - (problem-solving steps applied with partners), the *That Fruit Is Mine* group building challenge, *What If Everybody Did That?* (predicting consequences), and the Lincoln/leader discussions.**
  - ☐ **Global and Cultural Awareness**
  - ☐ **Information and Media Literacy**
  - ☐ **Technology Literacy**

Effective Integration of Technology: Computer Science and Design Thinking
☐ **8.1 Computer Science** ☐ **8.2 Design Thinking**

Unit 2 - Community

Chapter #2: Community	Pacing (Weeks): 3 weeks

Unit Description:

Social Studies: In this unit, first graders explore what makes a community special. Students observe photographs of New Jersey communities and describe their land, water, weather, and natural features. They compare cities and towns, including their own town of Lindenwold, and consider how people live in different places. Students are introduced to maps as a tool for finding and describing places. Read-alouds about a family and neighbors in a city blackout and about a parade tradition in New York City show how people in a community connect and work together. The unit ends with students planning and building their own parade balloons together.

ELA: In this unit, first graders read, talk, and write about what makes a community special. Through a social studies text and the picture books *Blackout* and *Balloons Over Broadway*, students find key details and the main topic of informational text, retell events in order, and identify the central message of a story. They also build their understanding of how authors support points with reasons. Students take part in small-group conversations, building on classmates' ideas as they plan and share. They also write complete sentences using sentence frames, and strengthen their knowledge of sentence features and language conventions.

Essential Questions	Enduring Understandings
Social Studies: ● What is the world like?	● 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.
ELA: ● How do a character's actions and feelings help me find the central message? (RL.CI.1.2) ● How can I retell the important events of a text in order? (RL.CI.1.2, RI.CI.1.2) ● What is this text mostly about, and which details tell me? (RI.CI.1.2) ● What reasons does an author give to support a point? (RI.AA.1.7) ● How do I know where a sentence begins and ends? (L.RF.1.1) ● How do capitals, punctuation, and word order help others understand my writing? (L.KL.1.1) ● How can I build on what my partner says? (SL.PE.1.1.B) ● What can stories and texts teach us about our community? ● What reasons does an author give to support a point? (RI.AA.1.7) ● How do the author's reasons help me understand and believe what I read? (RI.AA.1.7)	● Characters' actions and feelings help readers find a story's central message. (RL.CI.1.2) ● Retelling events in order shows I understand a text. (RL.CI.1.2, RI.CI.1.2) ● Key words and details help readers find what an informational text is mostly about. (RI.CI.1.2) ● Authors give reasons to support their points, and those reasons help readers understand the text. (RI.AA.1.7) ● Capital letters, punctuation, and spaces show readers where sentences begin and end. (L.RF.1.1) ● Correct word order and complete sentences help others understand my ideas. (L.KL.1.1) ● Good conversations happen when I listen and build on what others say. (SL.PE.1.1.B)

NJSL Standards	Learning Targets
- RL.CI.1.2 (determine central message and retell a sequence of events in literary texts) - I can identify the life lesson or message by connecting the main characters' actions and feelings to a universal idea. (*Blackout*) - RI.CI.1.2 (determine main topic and retell key details in informational texts) - I can find key details in a text. (Our Community Day 2) - Students will retell major events in the story. (*Balloons Over Broadway*, which is nonfiction) - RI.AA.1.7 (identify the reasons an author gives to support points) - No learning target in any lesson. Suggested: I can tell the reasons an author gives to support a point. - L.RF.1.1 (recognize the features of a sentence: first word, capitalization, ending punctuation) - No learning target in any lesson. Suggested: I can find the first word, capital letter, and ending punctuation in a sentence. - L.KL.1.1 (develop knowledge of language and its conventions when writing, speaking, reading, or listening) - I can write a complete sentence using correct word order. (Our Community Day 1) - SL.PE.1.1.B (build on others' talk by responding to their comments through multiple exchanges) - Students will plan how to create their own balloon and discuss ideas in small groups. (*Balloons* Day 3) - This target is about planning, not responding to a partner. Suggested: I can build on what my partner says when we talk.	
6.1.2.GeoPP.1	- 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	- 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	I can tell how weather and land affect what people wear, build, and do.
6.1.2.GeoSV.3	- I can tell what makes a place special. - I can describe things in nature like land, water, and weather.
6.1.2.GeoSV.4	I can tell how the land and weather affect where people live.

6.1.2.GeoHE.1	● I can explain how weather and climate affect what people wear and do.
6.1.2.GeoHE.2	● I can talk about ways people can help take care of the Earth.
6.1.2.GeoHE.3	● I can talk about how people live differently in different environments (ex: deserts, mountains, or cities).
6.1.2.GeoGI.2	● I can use maps and globes to find and learn about places.
6.3.2.GeoGI.1	● I can use maps and pictures to learn about problems in the world.

Instructional Strategies	**Instructional Resources**
Whole Group ● Gradual release (I Do / We Do / You Do) ● Photograph and picture analysis ● Explicit vocabulary instruction with cognates, picture cards, and graphics ● Interactive read-aloud with think-alouds, predictions, and pause-and-ask questions ● Choral reading ● Turn and Talk ● Sentence frames and stems ● Key-word identification (sticky notes on a graphic organizer) ● Anchor charts and retelling charts ● Draw-and-write journals, including bilingual English/Spanish pages ● Small-group planning and hands-on creation (balloons and parade) ● Exit tickets, sticky-note reflections, and learning target review ● Addressing common misconceptions	● Teacher's Manual ● Primary and Secondary Sources - Skills Handbook ● Discussion Lesson T28 ● LEAR Lessons ● Google Slides (Day 1, Day 2, *Blackout*, Theme) ● Community video **Texts** ● *Blackout* (John Rocco) ● *Balloons Over Broadway* (Melissa Sweet) **Visuals and Handouts** ● Photographs of New Jersey communities and different landscapes ● Sentence frames and picture vocabulary cards ● Printed sentences, graphic organizer, and exit tickets ● Bilingual (English/Spanish) journal pages and a flashlight template

• Differentiation: MLs (gestures, word banks, oral rehearsal), additional support (partial sentences, dictation, choices), and enrichment **Small Group** • IRLA Formative Assessment • UFLI Reteach • Renaissance Skill Review • Center Activities	• Balloons worksheet and writing template

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

Supplemental Resources	**Intervention Resources**
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo Brain Pop	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

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:** • **Social Studies chapter assessment** • **Unit ELA assessment**	**Projects** **Portfolios** **Presentations**

IRLA Formative Assessment		

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**
● **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**	● **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.**	● **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.**	● **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.** ● **SIOP model strategies**	● **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.**

• Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge.				

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. *"How is this community similar to or different from ours?", a bilingual English/Spanish journal page in Blackout, and the MLs/enrichment supports* ☐ **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:** ***Day 1 covers weather, land, water, and natural features, which connect to Earth science. No science standard is listed.***

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 -Students design and build their own parade balloons (shape, colors, materials), then hold a parade. They also draw and write in the *Blackout* journal.**
  - ☑ **Critical Thinking and Problem Solving -*Blackout* identifies the problem and solution. Groups plan and make decisions when designing balloons, and students reason about whether Lindenwold is a town or a city.**
  - ☑ **Global and Cultural Awareness -*Students compare communities as similar or different, and the Blackout journal is in English and Spanish.***
  - ☑ **Information and Media Literacy**
  - ☑ **Technology Literacy - *Blackout* contrasts screens with family time, and students use Google Slides, Freckle ELA, and an optional parade video**

Effective Integration of Technology: Computer Science and Design Thinking

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

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 -** *Our Community Day 1 has students observe photographs and describe what they notice.*
  - ☑ **Connecting - Synthesize and/or Relate -** *Students relate balloons and parades to their community, and the optional photos or video would be shared with the school or parents.*

Unit 3 - Symbols and Traditions of the United States

Chapter #3: Symbols and Traditions of the United States	Pacing (Weeks): 5 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
Social Studies: ● What does it mean to be American?	● There are symbols and traditions that connect all Americans across the county. ● The American flag is a symbol of freedom ● American documents are the basis of the United States' freedom and laws.
ELA ● 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?	● 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
Amistad Law **6.1.2.civics.PD.1** **6.1.2.CivicsDP.1** **6.1.2.CivicsDP.2** **6.1.2.CivicsDP.3** **6.1.2.HistoryCC.3**	• I can learn how people from the past helped change unfair rules. • 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.
ELA: **L.VI.1.3: D** **L.RF.1.4: A** **L.RF.1.4: B** **L.RF.1.4: C** **SL.ES.1.3** **RL.IT.1.3** **RI.IT.1.3** **L.RF.1.1**	• 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 • I can point to the first word in a sentence. • I can tell that a sentence starts with a capital letter. • I can name the ending punctuation (period, question mark, exclamation point).

Instructional Strategies	Instructional Resources
Whole Group ● Gradual release (I Do / We Do / You Do) ● Interactive read-aloud with think-alouds ● Choral reading, echo reading, and modeled fluent reading ● Collaborative reading routine (vocabulary, dialogue, inference, text evidence) ● Turn and Talk and partner discussion ● Explicit vocabulary instruction with images ● Sentence frames, stems, and starters ● Anchor charts (including a text-to-self chart) ● Graphic organizers, Venn diagrams, and compare-and-contrast charts ● Timelines and mosaic projects (sorting facts into categories) ● Highlighting and annotating text ● Songs, videos, and photos to build background knowledge ● Drawing, labeling, and writing responses ● Acting out parts of a story ● Exit tickets and fluency feedback as formative checks ● Differentiation for multilingual learners, students needing support, and enrichment **Small Group** ● IRLA Formative Assessment ● UFLI Reteach ● Renaissance Skill Review ● Center Activities	● Teacher's Manual ● Primary and Secondary Sources - Skills Handbook ● Discussion Lesson T28 ● LEAR Lessons ● NJ Commission on Holocaust Education - K-2 lessons to embed **Core Program and Digital** ● Savvas *My World* text and Savvas videos ● Google Slides (holiday, vocabulary, song, and collaborative reading slides) ● Videos on Hanukkah, Christmas, Kwanzaa, and New Year's around the world **Texts** ● *The Gingerbread Girl* (big book and small versions) ● *Best Friends* (collaborative reading text) ● Informational passages on George Washington, Harriet Tubman, Martin Luther King Jr., and Cesar Chavez **Visuals and Handouts** ● Pictures and photos (holiday traditions, the first and current flags, symbols and landmarks, the four people studied) ● Vocabulary cards with picture clues ● Graphic organizers (Characters-Setting-Problem-Solution, Venn diagram, "Then & Now" chart, "Choice → Consequence" chart, text-to-self chart) ● Worksheets ("My Favorite New Year Tradition," Tubman comprehension sheet, exit tickets) ● Timeline pieces and mosaic project

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

Supplemental Resources	Intervention Resources
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo IRLA	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Draw & Label (American Symbols) Sentence Stem Completion Symbols Sort American Hero Sort Oral Responses Partner or Small Group Discussions ● Prompts for discussion:	**At the end of each chapter:** ● **Social Studies chapter assessment** ● **Unit ELA assessment**	**Projects** **Portfolios** **Presentations**

○ "Why do we celebrate certain holidays?" ○ Graphic Organizers ● Students complete organizers to: ○ 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		

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**
● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary	**● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials**	**● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes**	**● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images**	**● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment**

● 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.	**● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.**	**● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge.**	**● 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**	**● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.**

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 holiday lessons (Hanukkah, Christmas, Kwanzaa, New Year's around the world) teach about religious and cultural traditions, and the New Year's lesson asks why countries celebrate differently. MLK and Chavez teach fairness*****.**

- ☐ **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.
  The contributions of African Americans appear in the Tubman and MLK lessons and in Kwanzaa, which the plan describes as created in 1966 so African American families could celebrate their culture.

- ☐ **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.
  The law's goal of learning about times groups were treated unfairly is touched in the MLK lesson (people treated fairly), the Chavez lesson (farm workers asking for fair treatment), and the Symbols lesson ("people from the past helped change unfair rules").

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:** *Students sequence events on a Washington timeline with dates, and the Kwanzaa lesson has seven candles*
  - ☑ **Social Studies:**
  - ☐ **Science:** *The Hanukkah lesson uses Google Earth to find Israel and a winter comparison.*

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**
  - ☐ **Digital Citizenship**
  - ☑ **Information and Media Literacy -** *Students learn from videos, photographs, and informational passages (holidays, Washington, Tubman, MLK, Chavez), and the Best Friends lessons teach finding evidence in a text.*
  - ☐ **Technology Literacy**
  - ☐ **Information and Media Literacy**
  - ☐ **Technology Literacy**

Effective Integration of Technology: Computer Science and Design Thinking

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

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**

Unit 4 - Life Today and Long Ago

Chapter 4: Life Today and Long Ago	Pacing (Weeks): 5 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
Social Studies: ● How does life change throughout history?	● 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.
ELA ● 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?	● 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

● 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?	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**
Social Studies: **Amistad Law** **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** **ELA:**	● I can listen to others and explain how we can work together to help our community. ● 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.

SL.PE.1.1:C RL.TS.1.4 RI.TS.1.4 RL.CT.1.8 RI.CT.1.8 L.KL.1.1 **L.RF.1.4: A, B, C** L.VL.1.2: A L.VI.1.3: E	• 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. • 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.

Instructional Strategies	Instructional Resources
Whole Group • **Gradual release (I Do / We Do / You Do):** every lesson follows this structure. • **Think-aloud modeling:** the teacher verbalizes thinking while comparing, questioning, or finding main ideas. • **Interactive read-alouds:** the teacher pauses to ask questions and point out illustrations, text features, and key details. • **Turn and talk / think-pair-share:** partner discussion is used in guided practice and closure. • **Graphic organizers:** T-charts, Venn diagrams, Beginning/Middle/End charts, timelines, and Frayer Models. • **Anchor charts and co-created class charts:** examples are	• Teacher's Manual • Primary and Secondary Sources - Skills Handbook • Discussion Lesson T28 • LEAR Lessons • NJ Commission on Holocaust Education - K-2 lessons to embed **Texts** • *The Little House* (Virginia Lee Burton) • *Mike Mulligan and His Steam Shovel* • *Then and Now* (Diana Freeman; also on Epic) • *Dear Street*

Long Ago/Today, School Long Ago/School Today, and Questions We Can Ask.

- **Sentence frames and stems:** these scaffold oral and written responses ("Long ago, ___. Today, ___.").
- **Visual analysis:** picture pairs, photo and artifact "unpacking," and past/present/future sorts.
- **Movement and acting out:** students act out vocabulary and scenarios, including the "Active Classroom" strategy.
- **Engaging hooks:** mystery sounds, city vs. nature sounds, a rotary phone demo, and "Time Travelers" role play.
- **Collaborative reading routines:** teacher read-aloud, choral reading, partner rereading, numbering paragraphs, and annotating or highlighting with symbols.
- **Vocabulary instruction:** the Frayer Model, context clues, word parts ("word detectives"), and using new words in sentences.
- **Compare and contrast:** fiction vs. nonfiction, past vs. present, and two texts on the same topic.
- **Rephrasing student responses:** the teacher restates answers as complete sentences.
- **Draw-and-write responses:** drawings are paired with a sentence or caption.
- **Formative assessment:** exit tickets (sticky notes, oral "past/present" check), circulating with prompting questions, and collecting student work.
- **Differentiation:** word banks, pre-printed picture choices, drawing with labeled captions for emerging writers, and extension sentences for advanced students.
- **Learning target routines:** the I Can statement is read at the start and restated at closure.
- **Centers:** sorting, writing, and library tasks that extend the lesson.

Small Group

- IRLA Formative Assessment
- UFLI Reteach
- Renaissance Skill Review

- *When I Was Young in the Mountains*
- *Click, Clack, Moo: Cows That Type*
- *Ruby Bridges Goes to School* / *The Story of Ruby Bridges* (the cover shown is *I Am Ruby Bridges*)
- *All Are Welcome*
- "Chocolate Long Ago, And Today" (collaborative reading text)

Digital and media

- Google Slides and slideshows with pictures
- Embedded videos (rotary phone) and the "Mystery Sound" typewriter video on YouTube
- Epic
- Smartboard
- Optional audio clips (dial-up, Windows start-up, city and nature sounds)

Graphic organizers and worksheets

- T-charts and Venn diagrams (including Typewriter vs. Laptop)
- Student timeline worksheet
- Beginning/Middle/End organizer
- Frayer Model templates
- Past/present/future sort
- Compare/contrast worksheet
- Fact worksheet
- Past/Present matching worksheet
- "Draw your own invention" page
- Photo recording sheet
- Ruby Bridges, All Are Welcome, and Then & Now worksheets
- Sentence frame worksheet

Anchor charts and chart paper

- Long Ago / Today, School Long Ago, and School Today charts
- Questions We Can Ask When We Are Confused

• Center Activities	• Text Features • Fiction vs. Nonfiction • Adjective chart (optional)

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

Supplemental Resources	**Intervention Resources**
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Exit Ticket – Write or draw one way life today is different from life long ago. Think-Pair-Share – Answer a guiding question, then share with a partner. Timeline Activity – Students place events or images in order from past to present. Role Play – Act out a child's day long ago vs. today. 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"). Sentence Frame Response – "One way life is different today is ___." / "One thing that stayed the same is ___." Matching Game – Match a word card to its picture or definition.	Draw and Explain – Students draw two pictures (one long ago, one today) and explain the changes in words or orally. Then and Now Booklet – Students make a mini-book comparing daily life long ago and today, with illustrations and sentences. Role Play Presentation – Small groups act out a "day in the life" of a child long ago vs. today, then explain similarities and differences. Oral Presentation – Students share one way the past is different from today and why it matters.	Then and Now Poster: Fold a paper in half: one side "Long Ago," the other "Today." Students draw and label homes, schools, or transportation. Imagine You Lived Long Ago: Students write/draw: "If I lived long ago, I would…" (example: walk to school, use a lantern, write letters).

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**	**LEAGifted and Talented**
● Allow oral responses ● Allow verbalization before writing	**● Read tests aloud ● Restate, reword, clarify directions**	**● Restate, reword, clarify directions**	**● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials**	**● Expanding time for free reading ● Additional student-driven opportunities**

● 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.	● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge.	● 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.	● 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	● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.

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.** *Day 23 builds belonging and inclusion (vocabulary: welcome, inclusive, community; "Classroom Quilt"; "All Are Welcome Here"). Day 22 touches fairness and race through Ruby Bridges.* ☐ **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.** *Ruby Bridges lessons* ☑ **Asian Americans and Pacific Islanders P.L. 2021, c.416** **Incorporate Asian American and Pacific Islander history and contributions.** • **SE/TE: C4 L3 p. 128 Festivals** ☑ **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..** *Day 22 and 24 - fair vs. unfair rules T-chart cover the "groups treated unfairly"*

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:***Lesson 1 measures time with calendars and clocks* ☑ **Social Studies:** ☑ **Science:** *Technology as "science used to solve problems" and the Equator (where cacao grows)*

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 -** *"Draw your own invention" page, and the Classroom Quilt and welcome card centers.*
  - ☑ **Critical Thinking and Problem Solving -** *Compare/contrast, question-asking, and context-clue problem solving.*
  - ☑ **Global and Cultural Awareness -** *Chocolate's origins and the Equator, Dear Street (city) vs. When I Was Young in the Mountains (rural), and All Are Welcome.*
  - ☑ **Information and Media Literacy -** *Fiction vs. nonfiction, text features, finding key facts, and comparing photos and illustrations.*
  - ☐ **Technology Literacy**

Effective Integration of Technology: Computer Science and Design Thinking

- ☐ **8.1 Computer Science**
- ☑ **8.2 Design Thinking** *-The invention page and the "technology solves problems"*

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 -** *interpret and compare media: the rotary phone videos, the "Mystery Sound" typewriter audio, optional dial-up and start-up sounds, city vs. nature sound clips, and historical photographs. They compare past and present*

☑ **Connecting - Synthesize and/or Relate -***Photos, audio, and video are used to relate past and present, as in the "take a picture" role play contrasting phone and old camera photography*.

Unit 5 - Work in the Community

Unit 5: Work in the Community	Pacing (Weeks): 4 weeks
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
● How do people get what they need?	● 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.
● 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	● 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

clearly?	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 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**	● **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.** ● 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.

Instructional Strategies	Instructional Resources
Whole Group **Lesson structure** ● Gradual release: I Do, We Do, You Do, labeled in the plans ● Explicit instruction with teacher think-alouds and modeling ● Review of prior learning at the start of lessons (Days 3, 11-15) **Vocabulary and language** ● Explicit vocabulary introduction (need, want, limited, order, spend, budget, save, job, work) ● Frayer/Marzano vocabulary template (Day 4) ● Sentence frames and stems, used in most lessons ● Teacher modeling of complete sentences **Discussion and engagement** ● Turn and talk and partner talk ● Thumbs up/thumbs sideways responses (Day 1) ● Sit/stand responses to scenarios (Day 6) ● Movement: student-created actions (Day 11), head/floor/clap cues (Day 7) ● Game-based practice: "Story Savings Hunt" and Spend or Save Game ● Hook questions and prompts (Days 1, 5, 7, 10) **Visual and graphic organizers** ● Anchor charts (used in most lessons) ● T-charts and class charts: Needs vs. Wants, text features, budget, story map ● Sequence cards and a sequence chart (Day 16) ● Picture and card sorting (Days 1, 4, 8)	● Discussion Lesson T28 ● Primary and Secondary Sources - Skills Handbook ● LEAR Lessons ● NJ Commission on Holocaust Education - K-2 lessons to embed **Trade books and read-alouds** ● *What Do I Want? What Do I Need?* by Rachel Eugen (digital text on Epic, Day 2) ● *Those Shoes* by Maribeth Boelts (Day 3) ● *The Berenstain Bears: Trouble with Money* (read-aloud video, Day 6) ● *A Chair for My Mother* by Vera B. Williams (Day 7) ● *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst (Day 9) ● *Lemonade in Winter* by Emily Jenkins (book plus video, Day 10) ● *The Tortilla Factory* by Gary Paulsen (Day 16) ● *Mia's Money Plan*, collaborative reading passage (Days 11-15) ● A short bakery story or passage (Day 4) **Digital tools and media** ● Google Slides (most lessons, mostly optional) ● Epic (Day 2) ● "How is money made?" video (Day 2) ● "Producers and Consumers" intro video (Day 4) ● Read-aloud videos for *Those Shoes*, *The Berenstain Bears*, and *Lemonade in Winter* **Printed and student materials** ● Worksheets, exit tickets, and response sheets: needs/wants

- Story map template (Day 7)

Reading and comprehension

- Read-alouds with pausing to question
- Think-alouds for asking questions, text features, and details
- Shared and collaborative rereading of one passage across Days 11-15
- Annotating and marking text: circling, underlining, highlighting, stars/checks
- Citing text evidence ("I know ___ because the story said ___")
- Higher-level questioning (Days 2, 9)

Practice and assessment

- Independent worksheets, drawing, and writing tasks
- Exit tickets (oral and written)
- Turn-and-talk and whole-class recaps at closure
- Class vote and discussion (Day 6)
- Unit assessment (Day 17)

Differentiation

- Picture supports for emerging writers
- Verbal response before writing
- Extension for advanced students (explain how producers and consumers work together)
- Story map support from the coin-game questions (Day 7)
- Optional slides, read-aloud videos, and Savvas pages

Small Group

- IRLA Formative Assessment
- UFLI Reteach
- Renaissance Skill Review
- Center Activities

sort, Sort by Job, Draw a Worker, Question & Answer Response, writing tasks, and independent practice sheets
- Frayer/Marzano template (Day 4)
- Story Map Template and printable game (Day 7)
- Picture sorting cards (Day 4) and worker picture cards (Day 8)
- Sequence cards: First, Next, Then, Last (Day 16)
- Sticky notes or question cards (Day 9)

Classroom supplies

- Chart paper and markers for anchor charts
- Whiteboards (Day 3)
- Crayons and pencils
- Jar of coins or play money (Day 7)
- Paper coins for the scavenger hunt (Day 7)
- A tortilla or picture of tortillas (Day 16)

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

Supplemental Resources	Intervention Resources
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Written ● Exit tickets (draw or write needs and wants, use a vocabulary word in a sentence) ● Worksheets (needs and wants sort, job sort, question and answer response, writing response) ● Drawing and writing tasks with sentence frames ● Story map ● Multiple-choice check on narrator	**At the end of each module:** ● **Culminating Task with rubric** Community Helper Project ● Task: Students create a mini-poster or booklet showing: ○ One or more community helpers ○ The job they do and how it helps the community	**Projects** **Portfolios** **Presentations** **Alternative Assessment Choices** Community Helpers Museum ● Task: Students create a mini-exhibit or poster of different community helpers, including tools they use, what they do, and how they help.

• Savvas “Your Turn” page Oral • Turn and talk • Oral exit tickets and closure questions • Group and whole-class share-outs Observation • Thumbs up/sideways, sit/stand, and movement responses • Group games (Story Savings Hunt, Spend or Save) • Teacher circulating and prompting • Class vote with discussion Student work with text and charts • Picture and card sorting • Contributing to anchor, T-, budget, and sequence charts • Marking text (circling, underlining, highlighting, stars/checks) • Shared writing	○ Tools or resources they use Needs, Wants, Goods, and Services Sort • **Task:** Students complete a written or interactive activity sorting examples of: ○ Needs vs. wants ○ Goods vs. services	Classmates can “tour” the museum and ask questions. **Community Helpers Interview** • **Task:** Students “interview” a classmate about a job they would like to have in the community and ask questions about how it helps others.

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**
• 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	• 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.	• 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.	• 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. • SIOP model strategies	• 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.

• **Utilize preferential seating** • **Provide additional options to demonstrate knowledge.**				

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. *Those Shoes (Day 3): Jeremy's family can't afford the shoes he wants, and he later gives them to a classmate. This fits economic diversity and empathy, and the plan's questions ("What did Jeremy need?") stay on needs and wants.*

- *A Chair for My Mother: a single-parent, working-class family loses its home to a fire and is helped by its community. The plan covers characters, setting, and events, with no discussion of family or economic diversity.*
- *The Tortilla Factor and the workers in Day 8: they highlight workers and how people contribute to a community. The plans don't connect this to inclusion or belonging.*
- *The Snowy Day and Wind Flyers, the examples in your template, aren't in this unit.*

☐ **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 -*** needs vs. wants, limited resources, and making choices, plus spending vs. saving and the Alexander and Mia stories.
  - ☐ **Financial Landscape:** ***Financial Institutions, Economic & Government Influences***
  - ☑ **Money Management:** ***Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile -*** *the class budget with needs and wants (Day 5), saving for a goal (A Chair for My Mother, Mia's bike), and spend-or-save scenarios.*

- ☑ **9.2 Career Awareness and Planning -** *Jobs and workers at home, at school, and in the community. Producers and consumers and how workers each do a different job to make a product*

- ☑ **9.4 Life Literacies and Key Skills**
  - ☐ **Creativity and Innovation**
  - ☑ **Critical Thinking and Problem Solving** *-cost and benefit*
  - ☐ **Global and Cultural Awareness**
  - ☐ **Information and Media Literacy**
  - ☐ **Technology Literacy**

Effective Integration of Technology: Computer Science and Design Thinking

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

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**

Unit 6 - One Nation, Many People

Unit 6: One Nation, Many People	Pacing (Weeks): 5 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: This unit invites students to explore culture and consider the compelling question, "Why is sharing culture important?" Students learn that culture includes the customs, traditions, celebrations, foods, clothing, languages, and stories that make families and communities unique. Through folktales and picture books set in India, Mexico, and Korea, students observe how people in different places share similarities and differences in their cultural practices. They also connect these ideas to their own families and classroom community. Students learn that symbols, such as those on the U.S. flag, stand for larger ideas, and they apply this understanding in the unit Quest by designing a culture flag that represents their own traditions. As they share their work, students come to value diversity, build respect for one another's backgrounds, and recognize that sharing culture builds pride and understanding in a community, state, and nation.

Essential Questions	Enduring Understandings
● How do so many different people make one nation?	● 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.
● Why is it important to respond respectfully to what others say?	● Sharing ideas clearly helps us learn from each other.

• 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?	• 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
Social Studies: **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**	• 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 of diverse cultures. • I can understand that American Indians live across the United States
ELA: **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**	• 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
Whole Group: ● Gradual release of responsibility: every lesson follows I Do, We Do, You Do ● Explicit instruction and teacher modeling: anchor charts, think-alouds, and modeled fluent reading ● Think-alouds: modeling how to infer feelings, identify POV, and use text features ● Turn and talk: partner discussion during guided practice ● Anchor charts: POV, Text Features Help Us…, feelings charts, and class brainstorm charts ● Interactive read-alouds: strategic pauses with questioning and discussion ● Text evidence and keyword marking: circling, underlining, or highlighting clue words ● Sentence stems and frames: scaffolds for oral and written responses ● Picture walks and visual analysis: using illustrations and photos to gather information ● Hooks and background building: images of faces, a film clip, a video, and discussion questions ● Collaborative and choral reading: a structured five-day routine with student facilitators and annotation ● Annotation: marking key details with symbols ● Sorting, matching, and drawing tasks: hands-on practice with text features ● Culturally responsive connections: drawing on students' own families, cultures, and traditions ● Project-based learning: the class book and the culture flag Quest ● Sharing and presenting: partner, whole-class, and show-and-tell ● Formative assessment: exit tickets, sticky-note sentences, oral responses, and a unit assessment	● Discussion Lesson T28 ● Primary and Secondary Sources - Skills Handbook ● LEAR Lessons ● NJ Commission on Holocaust Education - K-2 lessons to embed **Texts and read-alouds** ● *A Gift for Amma* ● *A Birthday Basket for Tía* ● *Playing Lotería* ● *The Name Jar* by Yangsook Choi ● *The Way I Feel* by Janan Cain ● *Ruby Finds a Worry* by Tom Percival ● *The Happy Book* by Andy Rash ● *The Many Ways We Celebrate* (collaborative text) ● Nonfiction texts (teacher's choice): *Be My Neighbor*, *Tools*, *On the Go* (FPC IRA collection) ● Nonfiction texts on GetEpic!: *My Culture*, *Cultures Around the World*, *What Is Culture?*, *Schools in Different Places* **Digital resources** ● Google Slides for each lesson ● Text Features Slideshow ● Savvas Digital Resources: Vocabulary Matching Game and the Quest slideshow ● Videos: "Be the Pond," the *Inside Out* clip "How Is She Feeling?", and Jack Hartman's "Nonfiction Text Features" ● GetEpic! digital library ● K-1 Collaborative Reading Resource **Student materials and worksheets**

• Reflection and closure: restating the learning target and recapping key points • Independent and partner reading: Freckle ELA and Savvas Readers in centers **Small Group** • IRLA Formative Assessment • UFLI Reteach • Renaissance Skill Review • Center Activities	• Beach Day and Lulu & Scottie POV worksheets • Writing sheets for the folktale lessons • Name Jar worksheet, plus supplemental worksheets for Days 7–10 • Text Features exit tickets and the Text Features Review Book • Class book planning sheet

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

Supplemental Resources	**Intervention Resources**
Freckle Lalilo Scholastic Knowledge Libraries Bookflix PebbleGo Pear Deck	STAR Testing - Nearpod Lessons Renaissance CBM Explode the Code Visualization and Verbalization Reading Mastery

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
• Exit tickets (text features lessons) • POV worksheets (Beach Day, Lulu & Scottie) with keyword circling • Sticky-note and writing-sheet sentences in first or third person • Turn-and-talks and partner/class shares • Feelings sentence stems with drawings, plus short written responses (Name Jar, Ruby Finds a Worry, Happy Book) • Sorting, matching, and drawing tasks (text features) • Text Features Review Book • Class book pages and presentations • Collaborative reading annotations, comprehension questions, and written/illustrated summary • Culture flag with written explanation and Quest rubric • Freckle ELA data	○ Unit 6 Assessment ("Show what you know") ○ Culture Flag Quest, scored with the Quest rubric (written explanation and presentation) ○ Class book page (heading, picture, caption, label or bold word)	**Projects** **Portfolios** **Presentations** Alternative Assessment Choices Timeline Creation • 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. **Story Retelling** • **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.

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**
• 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	• 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.	• 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.	• 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. • SIOP model strategies	• 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.

• **Shorten assignments to focus on mastery concept** • **Utilize preferential seating** • **Provide additional options to demonstrate knowledge.**				

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 whole unit centers on culture and belonging. Students read texts set in India, Mexico, and Korea and share their own family traditions in writing, the class book, and the culture flag. The Name Jar addresses belonging and identity. The Quest teaches that people may have several cultural identities and that differences make people "unique and special."* ☑ **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.** • ***The Name Jar* follows a Korean girl adjusting to an American school, and *A Gift for Amma* shows Indian culture.** • **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.** *The Name Jar touches on 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 -** *Students create their own character, a class book page, and a culture flag with original symbols.*
  - ☑ **Critical Thinking and Problem Solving -** *Students cite evidence ("How do you know?"), infer feelings from events, and discuss how Ruby can solve her worry.*
  - ☑ **Global and Cultural Awareness** *Culturally focused read-alouds (India, Mexico, Korea), comparing cultural practices, and sharing family traditions. The culture flag Quest and the compelling question reinforce this.*
  - ☑ **Information and Media Literacy -** *Students use text features to locate information in nonfiction and learn to tell photographs, illustrations, and diagrams apart.*
  - ☐ **Technology Literacy**

Effective Integration of Technology: Computer Science and Design Thinking

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

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**