

First Grade ~ Unit 1 - Being a Good Citizen

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 1 - Being a Good Citizen/Module Overview

In this unit, students will become familiar with the needs for rules and governance in the classroom and community as well as why it is important to accept all members of a community. Students will also be introduced to Habits 1-3 from The Seven Habits of a Happy Kid.

Core Content Vocabulary: citizen, community, democracy, law, past, respect, responsibility, rights, voting, proactive

Social Studies Disciplinary Concepts Included in this Unit:

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)

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- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

*See standards in lessons below

Unit 1/Being a Good Citizen Weekly Learning Activities and Pacing Guide
Time Frame: 12 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
September Lesson 1: Classroom Culture & Routines	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people work together to solve problems and build a strong community.</p> <p>6.1.2.CivicsCM.2 – Use examples of behaviors that show good citizenship in a community.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand the importance of classroom rules and routines. Recognize that everyone has a role in creating a positive classroom environment. Identify and practice behaviors that support a safe and respectful community. Begin developing personal goals for being a responsible class member. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Participation in discussion and group brainstorm Student Work – Completed personal goal pages 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> “Our Class is a Family” by Shannon Olsen – Highlights the classroom as a safe, supportive space “David Goes to School” by David Shannon – A humorous look at rules and behavior “What If Everybody Did That?” by Ellen Javernick – Reinforces the impact of individual actions “The Recess Queen” by Alexis O'Neill – Encourages kindness and inclusion “How Do Dinosaurs Go to School?” by Jane

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	<p>6.1.2.CivicsPI.2 – Investigate the importance of rules and laws in our community and describe how rules protect the rights of others.</p> <p>6.1.2.CivicsPD.1 – Develop and communicate a personal goal</p>	<ul style="list-style-type: none"> ● Observation – Ability to explain or demonstrate a classroom rule ● Exit Ticket – “What’s one way you will help our class?” 	<p>Yolen – Teaches routine and expectations playfully</p> <p>Materials & Resources</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Sticky notes or name cards ● Visual schedule of the day ● Classroom rules poster or anchor chart template ● Printable goal-setting worksheet (e.g., “This year I will...”) ● Emotion cards or SEL visuals (optional) ● PBS LearningMedia – Classroom Rules & Community videos
<p>September</p> <p>Lesson 2:</p> <p>Labor Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people work together to solve problems and build a strong community.</p> <p>6.1.2.CivicsPD.1 – Develop and communicate a personal goal.</p> <p>6.1.2.EconET.1 – Explain the difference between a need and a want.</p> <p>6.1.2.EconET.2 – Describe the goods and services that people in the local community produce and those that are produced in other</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand the purpose of Labor Day as a holiday that honors workers. ● Identify different community helpers and the jobs they do. ● Recognize how workers contribute to our community. ● Express appreciation for the people who help meet our needs. <p>Suggested Formative Assessment(s):</p> <p>Option A: Community Helper Thank You Letter</p> <ul style="list-style-type: none"> ● Students write a short thank-you note or draw a picture for a helper of their choice ● Sentence frame: “Thank you for helping our community by...” ● Display notes in the hallway or send them to school workers <p>Option B: Create a “My Dream Job” Drawing</p>	<p>Mentor Texts (Read-Aloud Books)</p> <ol style="list-style-type: none"> 1. “On the Job: Community Helpers” by Paulette Bourgeois 2. “Whose Hands Are These? A Community Helper Guessing Book” by Miranda Paul 3. “Helpers in My Community” by Bobbie Kalman 4. “What Do People Do All Day?” by Richard Scarry – Classic and visual 5. “Clothesline Clues to Jobs People Do” by Kathryn Heling <p>Materials & Resources</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Crayons, pencils, scissors, glue ● Community helper cutouts or pictures ● Blank writing paper or “Thank You” note template ● Access to YouTube or smartboard for

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	communities.	<ul style="list-style-type: none"> Students draw themselves as a worker and write a sentence: <ul style="list-style-type: none"> "When I grow up, I want to be a ____ because ____." <p>Option C: Helper Match Game or Sorting Activity</p> <ul style="list-style-type: none"> Match job titles to pictures, uniforms, or tools Sort helpers into categories: health, safety, education, etc. <p>Observation – Participation in group discussion and brainstorm</p> <p>Student Work – Review thank-you letters or drawings for understanding of worker roles</p> <p>Exit Prompt – "Tell me one worker you learned about today and how they help."</p>	<p>community helper videos</p> <p>Digital Resources:</p> <ul style="list-style-type: none"> PBS LearningMedia – Community Helpers [BrainPOP Jr. – Community Helpers (subscription)] Scholastic Community Helpers Activities & Printables
<p>September</p> <p>Lesson 3:</p> <p>Grandparent's Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.3 – Use chronological sequencing to compare life over time.</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people work together to solve problems and build a strong community.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand that Grandparents Day is a time to honor and appreciate grandparents and older family members. Recognize that families can share history through stories, traditions, and celebrations. Learn to compare life now to life when their grandparents were young. Create a project or message to show appreciation for an older adult in their life. <p>Suggested Formative Assessment(s):</p> <p>Option A: Thank-You Letter or Drawing</p> <ul style="list-style-type: none"> Sentence frame: "Thank you for..." or "I love when we..." Students draw a picture of themselves with their 	<p>Mentor Texts (Read-Aloud Books)</p> <ol style="list-style-type: none"> "Llama Llama Gram and Grandpa" by Anna Dewdney – Celebrates special time with grandparents "How to Babysit a Grandpa" by Jean Reagan – A funny and sweet role-reversal story "The Hello, Goodbye Window" by Norton Juster – A beautifully illustrated story of a child's relationship with grandparents "Grandma's Tiny House" by JaNay Brown-Wood – A rhyming story about family gathering "Last Stop on Market Street" by Matt de la Peña – Highlights intergenerational connection and community

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	<p>6.1.2.HistoryUP.2 – Use evidence to describe how people's lives have changed over time.</p>	<p>grandparent or special adult</p> <p>Option B: Interview a Grandparent (In Class or Take-Home)</p> <ul style="list-style-type: none"> Provide 3–5 simple interview questions: <ul style="list-style-type: none"> “What games did you play as a child?” “What was school like?” “What did you want to be when you grew up?” <p>Option C: Create a Class Book: “Grandparents Are Special Because...”</p> <ul style="list-style-type: none"> Each student contributes one illustrated page to a class book <p>Option D: Role Play or Story Sharing</p> <ul style="list-style-type: none"> Share personal stories or pretend to act out a grandparent visit Use props like a rocking chair, glasses, apron, etc. <p>Participation in discussion and chart activity</p> <p>Student Work – Drawings, thank-you notes, or interview responses</p> <p>Exit Ticket – “Tell me one thing your grandparent or older adult has taught you or done with you.”</p>	<p>6. “When I Was Young in the Mountains” by Cynthia Rylant – Great for comparing past and present</p> <p>Materials & Resources</p> <ul style="list-style-type: none"> Chart paper and markers Drawing paper and crayons Printable templates for letters, cards, or interview forms Photos of different types of grandparents and older adults (to support family diversity) Optional: device to show video read-alouds <p>Digital Resources:</p> <ul style="list-style-type: none"> PBS LearningMedia – Grandparents & Family Lessons StoryCorps – Interviews with Grandparents (teacher-guided) [Teachers Pay Teachers – Grandparents Day Activities (free options available)]
<p>September</p> <p>Lesson 4:</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsCM.1 – Describe why it</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand that 9/11 is a day we remember people who helped others during an emergency. Recognize the bravery of first responders and community helpers. Identify ways they can show kindness and care in their own community. 	<p>Mentor Texts (Read-Aloud Books)</p> <ol style="list-style-type: none"> “Fireboat: The Heroic Adventures of the John J. Harvey” by Maira Kalman – A nonfiction story of a boat that helped on 9/11 (age-appropriate)

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<p>9/11 Recognition</p>	<p>is important that people work together to solve problems and build a strong community.</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryUP.1 – Describe individuals who have made significant contributions to their community.</p> <p>6.1.2.CivicsCM.2 – Use examples of behaviors that show good citizenship in a community.</p>	<ul style="list-style-type: none"> • Create a project to honor helpers in their lives. <p>Suggested Formative Assessment(s):</p> <p>Option A: “Thank You, Helpers” Card or Letter</p> <ul style="list-style-type: none"> • Students draw or write a message to a community helper (police officer, firefighter, nurse, teacher, etc.) <p>Option B: Create a Classroom “Kindness Tree”</p> <ul style="list-style-type: none"> • Each student adds a leaf with one way they can be a helper • Display tree as a classroom commitment to kindness <p>Option C: Make a Class Book: “We Are Brave and Kind”</p> <ul style="list-style-type: none"> • Each student illustrates and writes a page on how they can help others <p>Participation in group discussion and chart</p> <p>Student Work – Review cards or drawings for understanding of community helpers</p> <p>Exit Ticket – “Name one helper you are thankful for and one way you can be a helper.”</p>	<ol style="list-style-type: none"> 2. “September 12th: We Knew Everything Would Be All Right” by 1st grade students of H. Byron Masterson Elementary – Written and illustrated by kids 3. “The Man Who Walked Between the Towers” by Mordicai Gerstein – Gentle introduction to the Twin Towers’ history 4. “Courage” by Bernard Waber – A great conceptual book about different types of bravery 5. “Helpers in My Community” by Bobbie Kalman – Introduces community workers positively <p>Materials & Resources</p> <ul style="list-style-type: none"> • Chart paper and markers • Construction paper, crayons, scissors, glue • Printable thank-you cards for helpers • Photos of firefighters, police officers, EMTs, and volunteers • Short video clips (see below) <p>Digital Resources:</p> <ul style="list-style-type: none"> • BrainPOP Jr. – Community Helpers • Scholastic News – 9/11 kindness-focused articles (check archives) • YouTube Read-Aloud: “Fireboat” (check for age-appropriate versions)
<p>September Lesson 5:</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that Rosh Hashanah is a celebration of the Jewish New Year. • Recognize some key traditions and symbols of Rosh Hashanah (apples and honey, shofar, greeting cards). • Develop appreciation for diverse cultures and 	<p>Mentor Texts (Read-Aloud Books)</p> <ol style="list-style-type: none"> 1. “Sammy Spider’s First Rosh Hashanah” by Sylvia A. Rouss 2. “It’s Rosh Hashanah!” by Ellie Gellman 3. “Apple Days: A Rosh Hashanah Story” by

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<p>Rosh Hashanah</p>	<p>and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.3 – Use chronological sequencing to compare life over time.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p>	<p>holidays.</p> <ul style="list-style-type: none"> Express ways they celebrate special days with their own families. <p>Suggested Formative Assessment(s):</p> <p>Option A: Make a Rosh Hashanah Greeting Card</p> <ul style="list-style-type: none"> Students write or draw a message such as “Happy New Year!” or “Wishing you a sweet year!” <p>Option B: Apple Craft or Tasting</p> <ul style="list-style-type: none"> Cut out an apple template, draw or color, and write one kind thing they will do this year (Optional) Taste apples dipped in honey (check allergy/dietary needs) <p>Option C: Holiday Compare & Contrast</p> <ul style="list-style-type: none"> Use a simple Venn diagram to compare Rosh Hashanah with New Year’s Eve or a holiday students celebrate <p>Participation in discussion and chart-making</p> <p>Student Work – Greeting card or apple drawing shows understanding of symbols/traditions</p> <p>Exit Prompt – “Tell me one thing you learned about Rosh Hashanah.”</p>	<p>Allison Sarnoff Soffer</p> <ol style="list-style-type: none"> “Engineer Ari and the Rosh Hashanah Ride” by Deborah Bodin Cohen “Celebrate Rosh Hashanah and Yom Kippur” by Deborah Heiligman (National Geographic – photos and facts) <p>Materials & Resources</p> <ul style="list-style-type: none"> Apples, honey (optional tasting) Chart paper and markers Paper for drawing or card-making Printable Rosh Hashanah vocabulary picture cards (shofar, apple, honey, round challah, greeting card) PJ Library – Free Jewish storybooks and educator resources YouTube Read-Alouds – “Sammy Spider’s First Rosh Hashanah” National Geographic Kids – Jewish Holidays Overview
<p>September</p> <p>Lesson 6:</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand that Yom Kippur is a special holiday where people think about their actions and try to do better. Identify that it is a day of reflection, saying sorry, and making things right. Recognize the value of apologizing and showing 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> “Sammy Spider’s First Yom Kippur” by Sylvia A. Rouss “Engineer Ari and the Rosh Hashanah Ride” (follow-up discussion includes Yom

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<p>Yom Kippur</p>	<p>of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.HistoryUP.2 – Use evidence to describe how people's lives have changed over time.</p> <p>6.1.2.HistoryCC.3 – Use chronological sequencing to compare life over time.</p>	<p>kindness in their own lives.</p> <ul style="list-style-type: none"> Engage in an activity to express how they can be kind and make good choices. <p>Suggested Formative Assessment(s):</p> <p>Option A: "I Can Say I'm Sorry" Writing & Drawing</p> <ul style="list-style-type: none"> Provide sentence starters like "I say I'm sorry when..." Students illustrate and write how they can make kind choices <p>Option B: "Heart Reflection" Craft</p> <ul style="list-style-type: none"> Students decorate a paper heart and write or draw one kind act they want to do this week Display hearts on a bulletin board titled <i>"Our Kind Hearts"</i> <p>Option C: "Mirror Me" Reflection</p> <ul style="list-style-type: none"> Give students a small paper "mirror" shape Ask: "What do you see in yourself that makes you proud? What's one thing you can improve?" Students write or draw a goal for being kind or saying sorry <p>Participation in discussion and anchor chart brainstorm</p> <p>Student Work – Drawing or sentence shows understanding of kindness or saying sorry</p> <p>Exit Ticket – "Tell me one way you can be kind or make something right."</p>	<p>Kippur traditions)</p> <ol style="list-style-type: none"> "Today Is the Day!" by Eric A. Kimmel – Discusses Jewish New Year and the importance of reflection "The Hardest Word: A Yom Kippur Story" by Jacqueline Jules – Teaches about forgiveness in a gentle, fun way "How Do Dinosaurs Say I'm Sorry?" by Jane Yolen – Helps young children understand apologizing in everyday life <p>Materials & Resources</p> <ul style="list-style-type: none"> Chart paper and markers "I Can Say I'm Sorry" sentence strips or mini booklets Drawing paper, crayons, scissors, glue Printable heart or mirror templates for reflection activity Emotion cards or visuals of kind behavior PJ Library Yom Kippur Resources YouTube Read-Aloud: "Sammy Spider's First Yom Kippur"
<p>September</p> <p>Lesson 7:</p>	<p>New Jersey 1st Grade Social Studies Standard (2020)</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand that National Hispanic Heritage Month honors the culture, contributions, and history of Hispanic Americans. 	<p>Mentor Texts (Read-Alouds)</p>

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<p>National Hispanic Month</p>	<p>NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryUP.2 – Use evidence to describe how people's lives have changed over time.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p>	<ul style="list-style-type: none"> Recognize and appreciate cultural elements such as food, music, language, and traditions. Learn about a notable Hispanic American and explain their contribution. Identify ways people celebrate their heritage through stories and traditions. <p>Suggested Formative Assessment(s):</p> <p>Option A: "My Name Is Special" Mini Book</p> <ul style="list-style-type: none"> Inspired by <i>Alma</i>, students draw and write about their name and something special about their family <p>Option B: Hispanic Flag or Papel Picado Craft</p> <ul style="list-style-type: none"> Color the flags of Spanish-speaking countries or cut colorful tissue paper banners <p>Option C: Notable Person Spotlight (Teacher-Guided)</p> <ul style="list-style-type: none"> Introduce a Hispanic figure (e.g., Sonia Sotomayor, Cesar Chavez, Selena, Roberto Clemente) Students draw or write one fact about them <p>Option D: Culture Celebration Gallery Walk (Optional)</p> <ul style="list-style-type: none"> Display items, music, or photos related to Hispanic culture in stations around the classroom <p>Participation in discussion and chart</p> <p>Student Work – Mini books, drawings, or response writing</p> <p>Exit Ticket – "Tell me one thing you learned about</p>	<ol style="list-style-type: none"> "Alma and How She Got Her Name" by Juana Martinez-Neal – A personal, cultural story about identity and heritage "Abuela" by Arthur Dorros – A loving intergenerational story featuring Spanish phrases "Just Ask!" by Sonia Sotomayor – Written by a Supreme Court Justice with Hispanic roots "Celia Cruz, Queen of Salsa" by Veronica Chambers – A biography with rhythm and flair "Round is a Tortilla: A Book of Shapes" by Roseanne Thong – Integrates Spanish culture and everyday objects "Paletero Man" by Lucky Diaz – A colorful, rhyming story featuring a street vendor <p>Materials & Resources</p> <ul style="list-style-type: none"> Chart paper and markers Printable flags or maps of Spanish-speaking countries Art supplies: crayons, scissors, glue Hispanic Heritage Month posters or coloring pages Music clips (Celia Cruz, Latin rhythms) Family culture share form (optional) <p>Digital Resources:</p>
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		Hispanic Heritage Month.”	<ul style="list-style-type: none"> • PBS LearningMedia – Hispanic Heritage Month • National Hispanic Heritage Month • [Storyline Online or YouTube – Read-alouds with Hispanic themes] • [GoNoodle “Amigo” song or Justo Lamas music for kids]
<p>October</p> <p>Lesson 1:</p> <p>Indigenous Peoples' and Columbus Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.3 – Use chronological sequencing to compare life over time.</p> <p>6.1.2.HistoryUP.2 – Use evidence to describe how people's lives have changed over time.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that Indigenous Peoples' Day honors the first people to live in America. • Recognize that Columbus Day marks the journey of Christopher Columbus. • Appreciate the contributions and cultures of Indigenous people through stories and traditions. • Express respect for different communities and viewpoints in American history. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Writing Response - Write or draw something they learned about Indigenous people • Art Response - Create a respectful symbol or pattern inspired by Native art • Discussion Participation – Responses to mentor texts and guided questions • Student Work – Drawings, reflection leaves, or written responses show comprehension • Exit Ticket – “One thing I learned about Indigenous People is...” or “I can show respect by...” 	<p>Mentor Texts (Read-Alouds)</p> <p>For Indigenous Peoples' Day:</p> <ol style="list-style-type: none"> 1. “We Are Water Protectors” by Carole Lindstrom – Powerful and poetic picture book about Native values and Earth 2. “Fry Bread: A Native American Family Story” by Kevin Noble Maillard – A celebration of food, family, and tradition 3. “Powwow Day” by Traci Sorell – Story of resilience and culture in a modern Native child 4. “We Are Grateful: Otsaliheliga” by Traci Sorell – Cherokee year-round celebration of gratitude <p>For Columbus Day (brief background):</p> <ol style="list-style-type: none"> 1. “Follow the Dream: The Story of Christopher Columbus” by Peter Sís – A simplified look at Columbus's journey (used carefully and comparatively) 2. “Encounter” by Jane Yolen – (for teacher read-aloud only, to introduce perspective—optional)

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			<p>Materials & Resources</p> <ul style="list-style-type: none"> • Chart paper, markers, crayons • Globe or map (to show continents and oceans) • Craft materials for making a Wampum belt or symbol art • Vocabulary cards: “explorer,” “Indigenous,” “respect,” “culture,” “community” • Photos or visuals of Native dwellings, food, clothing, and tools • Music clips (e.g., Native American drumming) <p>Digital Resources:</p> <ul style="list-style-type: none"> • PBS LearningMedia: Native American Heritage • National Museum of the American Indian – Kids’ Resources • BrainPOP Jr. – Native American Culture • Scholastic Teachables – Indigenous Peoples’ Day
<p>October</p> <p>Lesson 2:</p> <p>German-American Heritage and Italian-American</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Recognize that German-American and Italian-American families are part of our country’s cultural diversity. • Identify simple traditions from German and Italian cultures (foods, music, holidays, family traditions). • Share something special about their own heritage. • Show respect for different backgrounds and communities. <p>Suggested Formative Assessment(s):</p>	<p>Mentor Texts (Read-Alouds)</p> <p>Italian-American Heritage:</p> <ol style="list-style-type: none"> 1. “Pizza Day” by Melissa Iwai – A fun book about cooking and traditions 2. “Tomie dePaola’s Pancakes for Breakfast” – Author/illustrator of Italian descent 3. “Strega Nona” by Tomie dePaola – A magical, humorous story with Italian flavor

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<p>Heritage Month</p>	<p>to individuals feeling accepted.</p> <p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p> <p>6.1.2.HistoryCC.3 – Use chronological sequencing to compare life over time.</p>	<p>Option A: Family Flag or Food Plate</p> <ul style="list-style-type: none"> Students draw a flag or plate representing a family tradition or favorite food Label or share where it comes from (Germany, Italy, or elsewhere) <p>Option B: “All About My Family” Mini Book</p> <ul style="list-style-type: none"> Students draw their family and write or dictate a sentence: “My family comes from _____. We like to _____.” <p>Option C: Culture Table</p> <ul style="list-style-type: none"> Invite families (optional) to send in a photo or recipe to celebrate their heritage <p>Participation in discussion and anchor chart</p> <p>Student Work – Family drawing, food plate, or heritage mini book</p> <p>Exit Prompt – “Tell me one thing you learned about German or Italian families.”</p>	<p>German-American Heritage:</p> <ol style="list-style-type: none"> “The Brothers Grimm Fairy Tales” (select age-appropriate retellings – <i>Hansel & Gretel, The Elves and the Shoemaker</i>) “Gingerbread Baby” by Jan Brett – Inspired by the German tale of the Gingerbread Man “Pretzel” by Margret Rey – German-American author (also creator of Curious George) <p>Materials & Resources</p> <ul style="list-style-type: none"> Chart paper, markers Printable maps of Germany and Italy Sample German and Italian flags Simple visuals of cultural foods: pasta, pretzels, pizza, bratwurst, gelato Music clips (polka for German heritage; Italian mandolin or opera clips) “All About Me” family heritage worksheets Optional: German & Italian phrases (hello, thank you, etc.) <p>Online Resources:</p> <ul style="list-style-type: none"> National Italian American Foundation – Kids Section German American Heritage Foundation Little Pim Language for Kids – German & Italian Basics
<p>October Lesson 3:</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify basic fire safety rules and the role of firefighters in the community. Recognize ways to stay safe at home and school in case of a fire. 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> “No Dragons for Tea: Fire Safety for Kids (and Dragons)” by Jean Pendziwol

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<p>Fire Prevention Month</p>	<p>6.1.2.CivicsCM.1 – Describe why it is important that people from diverse cultures work together to solve problems.</p> <p>6.1.2.CivicsPI.1 – Describe roles and responsibilities of community and school members.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of how to prevent fires. • Appreciate the role of community helpers who keep us safe. <p>Suggested Formative Assessment(s):</p> <p>Option A: Design a Fire Escape Plan</p> <ul style="list-style-type: none"> • Students draw a simple map of their home with two exits and a meeting place <p>Option B: “Thank You Firefighters” Card or Drawing</p> <ul style="list-style-type: none"> • Create thank-you cards or posters for your local fire department <p>Option C: Fire Safety Pledge</p> <ul style="list-style-type: none"> • Students sign and illustrate a classroom “We Practice Fire Safety!” pledge <p>Student Responses during discussion and read-aloud</p> <p>Participation in creating the anchor chart and vocabulary review</p> <p>Student Work – Fire escape plans, safety pledges, or thank-you drawings</p> <p>Exit Ticket – “Tell me one rule to stay safe from fire.”</p>	<ol style="list-style-type: none"> 2. “Stop Drop and Roll” by Margery Cuyler 3. “Miss Mingo and the Fire Drill” by Jamie Harper 4. “Firefighters A to Z” by Chris L. Demarest 5. “Clifford the Firehouse Dog” by Norman Bridwell 6. “A Day in the Life of a Firefighter” by Heather Adamson <p>Materials & Resources</p> <ul style="list-style-type: none"> • Chart paper and markers • Printed fire safety rules (with visuals) • Fire safety vocabulary cards (firefighter, smoke alarm, stop-drop-roll, fire drill) • Coloring sheets (fire truck, firefighter gear) • Fire escape plan template • Video: Sparky the Fire Dog® Fire Safety • Optional: Firefighter visit or virtual tour of fire station
<p>October</p> <p>Lesson 4:</p> <p>World Financial</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S-S):</p> <p>9.1.2.CAP.1 – Make a list of different types of jobs and</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that people work to earn money and make choices about spending and saving. • Identify reasons people save money (needs, wants, future planning). • Describe simple ways to plan for future spending. • Recognize the difference between needs and 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> 1. “Bunny Money” by Rosemary Wells – A fun story about saving and spending 2. “Alexander, Who Used to Be Rich Last Sunday” by Judith Viorst – Spending money too quickly

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<p>Planning Day</p>	<p>describe the skills associated with each job.</p> <p>9.1.2.PB.1 – Determine various ways to save.</p> <p>9.1.2.PB.2 – Explain why people save money.</p> <p>9.1.2.PB.3 – Describe how you might earn money to buy a special item.</p> <p>9.1.2.FP.1 – Explain how financial decisions can affect one's future.</p>	<p>wants.</p> <p>Suggested Formative Assessment(s):</p> <p>Option A: "My Piggy Bank Goal" Worksheet</p> <ul style="list-style-type: none"> Students decorate a piggy bank and draw/write one thing they would save for Sentence prompt: "I am saving for _____." <p>Option B: Needs vs. Wants Sort</p> <ul style="list-style-type: none"> Students sort images (food, toys, clothes, video games) into "need" or "want" categories in pairs or small groups <p>Option C: Role Play Store or Savings Jar</p> <ul style="list-style-type: none"> Use pretend coins for students to "earn," then decide what to buy vs. save <p>Student participation in class discussions and chart activity</p> <p>Student work – Piggy bank goal drawing, sort, or savings plan</p> <p>Exit Ticket – "What is one thing you want to save for?" or "What is something you need?"</p>	<ol style="list-style-type: none"> "A Chair for My Mother" by Vera B. Williams – Saving as a family for a shared goal "Lemonade in Winter" by Emily Jenkins – Two kids plan and run a lemonade stand "Just Saving My Money" by Mercer Mayer – Little Critter learns to save for something special <p>Materials & Resources</p> <ul style="list-style-type: none"> Chart paper or whiteboard Needs vs. Wants picture cards Play coins or classroom "money" Small containers or envelopes for a pretend savings jar activity Blank mini piggy bank templates for art Sticky notes or index cards <p>Optional Digital Resources:</p> <ul style="list-style-type: none"> Scholastic: Financial Literacy for Kids Jump\$tart Coalition – K-2 lesson ideas [Kahoot or Nearpod] – Needs vs. Wants game or quiz
<p>October</p> <p>Lesson 5:</p> <p>United Nations Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people from</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Recognize that the United Nations is a group of countries working together for peace and helping others. Identify ways people around the world are alike and different. Show respect and appreciation for diverse cultures and global cooperation. 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> "What If Everybody Did That?" by Ellen Javernick – Promotes responsibility and thinking about others "Children Just Like Me" by DK Publishing – Real children from different countries and

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	<p>diverse cultures work together to solve problems.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p>	<ul style="list-style-type: none"> Describe one way they can be a good global citizen (kindness, fairness, teamwork). <p>Suggested Formative Assessment(s):</p> <p>Option A: Peace Dove Craft</p> <ul style="list-style-type: none"> Students color and cut out a dove and write one way they can help make the world peaceful. <p>Option B: World Kids Cut-Out Circle</p> <ul style="list-style-type: none"> Students color children in traditional clothing from around the world and glue them in a circle holding hands. <p>Option C: “One Thing We All Share” Poster</p> <ul style="list-style-type: none"> Each student draws something all kids around the world do (eat, play, go to school) to contribute to a class collage. <p>Participation in discussion and chart-building</p> <p>Student Work – Crafts, drawings, or written reflection</p> <p>Exit Ticket – “One way I can be a good friend to kids around the world is...”</p>	<p>cultures</p> <ol style="list-style-type: none"> “Same, Same But Different” by Jenny Sue Kostecki-Shaw – Pen pals learn about global similarities and differences “Peace Is an Offering” by Annette LeBox – Celebrates peace and kindness “One World, One Day” by Barbara Kerley – A photo journey of daily life around the world “If Kids Ran the World” by Leo and Diane Dillon – Ideas for peace, kindness, and global leadership <p>Materials & Resources</p> <ul style="list-style-type: none"> World map or globe Chart paper & markers Paper cut-outs of children or doves Crayons, scissors, glue Printed flags from different countries Sticky notes or index cards <p>Optional Digital Resources:</p> <ul style="list-style-type: none"> UNICEF Kid Power Videos National Geographic Kids: Countries PBS Kids: Global Games Simple animated intro to the UN (teacher preview recommended)
<p>November</p> <p>Lesson 1:</p> <p>American Indian & Alaska</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify that American Indians and Alaska Natives are the first peoples of North America. Recognize that Native cultures include rich traditions, languages, and ways of life that continue today. Describe aspects of Native culture such as homes, clothing, foods, and stories. 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> “We Are Grateful: Otsaliheliga” by Traci Sorell (Cherokee author) – A celebration of gratitude in Cherokee culture “Fry Bread: A Native American Family Story” by Kevin Noble Maillard – Food as culture and family connection

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<p>Native Heritage Month</p>	<p>stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.1 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p>	<ul style="list-style-type: none"> • Show respect for Indigenous peoples and their contributions. <p>Suggested Formative Assessment(s):</p> <p>Option A: Gratitude Feather Craft</p> <ul style="list-style-type: none"> • Write or draw something the student is grateful for on a paper feather (inspired by “Otsaliheliga”) <p>Option B: Storytelling Circle</p> <ul style="list-style-type: none"> • Students create a mini picture book of a simple story from their own family (connects to oral tradition) <p>Option C: Tribal Patterns and Symbols</p> <ul style="list-style-type: none"> • Create a class mural with hand-drawn patterns or symbols based on authentic examples (used respectfully) <p>Observation of participation in stations and discussion</p> <p>Student Work – Gratitude feather, storybook, or class mural contribution</p> <p>Exit Ticket – “One thing I learned about Native peoples is...”</p>	<ol style="list-style-type: none"> 3. “Bowwow Powwow” by Brenda J. Child – A story of a girl dreaming of a traditional powwow 4. “Thanks to the Animals” by Allen Sockabasin (Passamaquoddy author) – A family story from the Wabanaki people 5. “Encounter” by Jane Yolen – A story that offers a Native perspective on Columbus's arrival (use with care and discussion) 6. “Jingle Dancer” by Cynthia Leitich Smith – A modern Native girl carries on her traditions <p>Materials & Resources</p> <ul style="list-style-type: none"> • Chart paper and markers • Map of North America (to identify different Native homelands) • Picture cards of traditional Native homes, tools, foods, clothing • Paper feathers, animal cutouts, and storytelling templates • Audio or video clips of Native songs, dances, or powwows (age-appropriate) <p>Digital Resources:</p> <ul style="list-style-type: none"> • Native Knowledge 360° – Smithsonian • PBS Kids: Molly of Denali – Animated show based on an Alaska Native girl • Read Indigenous – Native-authored books for kids • Project Archaeology's Living Traditions
<p>November Lesson 2:</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Recognize that Día de los Muertos is a Mexican tradition that honors loved ones who have passed. 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> 1. “Just a Minute: A Trickster Tale and

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<p>Day of the Dead</p>	<p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.HistoryCC.1 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p>	<ul style="list-style-type: none"> • Identify key symbols of the holiday (sugar skulls, marigolds, altars, candles, food). • Show respect and appreciation for cultural traditions that may be different from their own. • Compare this celebration with how their own family remembers or celebrates people. <p>Suggested Formative Assessment(s):</p> <p>Option A: Create a Paper Marigold or Skull</p> <ul style="list-style-type: none"> • Students color and decorate a skull or create a paper marigold <p>Option B: “Memory Drawing” or “Family Page”</p> <ul style="list-style-type: none"> • Students draw a family member or pet they love and write one special memory • Optional: Include on a class “memory altar” or display <p>Option C: Class Mural or Papel Picado Banner</p> <ul style="list-style-type: none"> • Students create simple patterned cutouts to hang as a banner <p>Class discussion participation during read-aloud and chart-making</p> <p>Student work samples – drawings, crafts, or memory pages</p> <p>Exit Ticket – “What is one way families celebrate Día de los Muertos?”</p>	<p>Counting Book” by Yuyi Morales – A fun, colorful story introducing the character of Señor Calavera</p> <ol style="list-style-type: none"> 2. “Clatter Bash! A Day of the Dead Celebration” by Richard Keep – Rhyming text and vibrant images that introduce traditions 3. “Day of the Dead” by Tony Johnston – Simple nonfiction introduction to the holiday 4. “The Dead Family Diaz” by P.J. Bracegirdle – A playful way to show the cultural meaning of the day 5. “Día de los Muertos” by Roseanne Greenfield Thong – Celebrates the symbols and traditions in rhyming verse 6. “Mi Familia Calaca” / “My Skeleton Family” by Cynthia Weill – Bilingual introduction using folk art <p>Materials & Resources</p> <ul style="list-style-type: none"> • Chart paper or whiteboard • Marigold templates, paper skulls, and candles (cutouts or drawings) • Glue, crayons, scissors, construction paper • Family tree or memory page worksheet • Photos or visuals of traditional ofrendas (altars), papel picado, pan de muerto • Digital slideshow or short video clips (see below) <p>Optional Digital Resources:</p> <ul style="list-style-type: none"> • National Geographic Kids – Día de los Muertos • PBS Kids: Let’s Go Luna – Mexico Episode • [YouTube Read-Aloud: <i>Clatter Bash!</i> or <i>Just</i>
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			<i>a Minute]</i>
<p>November</p> <p>Lesson 3:</p> <p>Veteran's Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S-S):</p> <p>6.1.2.HistoryCC.3 – Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people from diverse cultures work together to solve problems.</p> <p>6.1.2.CivicsPR.3 – Explain how people can work together to make decisions in the classroom, school, or community.</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand that Veterans Day is a national holiday that honors people who have served in the military. Identify different branches of the U.S. military. Describe simple ways to show respect and appreciation for veterans. Make personal connections to community helpers and heroes. <p>Suggested Formative Assessment(s):</p> <p>Option A: Thank You Cards for Veterans</p> <ul style="list-style-type: none"> Students draw a flag, heart, or eagle and write (or trace): "Thank you for keeping us safe!" <p>Option B: Veterans Medal Craft</p> <ul style="list-style-type: none"> Students make a medal using a paper circle, ribbon, and star to "award" to a veteran <p>Option C: Poppy Art</p> <ul style="list-style-type: none"> Color or craft a red poppy in memory of veterans (based on <i>The Poppy Lady</i>) <p>Observation of student participation in discussion</p> <p>Student work – Thank-you card or art project</p> <p>Exit Ticket – "What is one way you can say thank you to a veteran?"</p>	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> "Hero Mom" by Melinda Hardin – Focuses on moms who serve in the military "Hero Dad" by Melinda Hardin – Focuses on dads in the military "Veterans: Heroes in Our Neighborhood" by Valerie Pfundstein – Introduces local veterans as everyday heroes "The Poppy Lady" by Barbara Elizabeth Walsh – A true story of Moina Michael and how the red poppy became a symbol of remembrance "H is for Honor: A Military Family Alphabet" by Devin Scillian – Alphabet book highlighting military service "The Wall" by Eve Bunting – A gentle and moving story about visiting the Vietnam Veterans Memorial (<i>preview before reading; may be more suitable for discussion with support</i>) <p>Materials & Resources</p> <ul style="list-style-type: none"> Chart paper or whiteboard Printable thank-you card or letter template Construction paper, red/green/yellow crayons or markers U.S. flag and/or symbols of the military Short video clips (see resources) <p>Digital Resources:</p> <ul style="list-style-type: none"> PBS LearningMedia: "Veterans Day" for Early Grades

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			<ul style="list-style-type: none"> BrainPOP Jr. Veterans Day video (<i>subscription may be needed</i>) National Veterans Day Teacher Toolkit
<p>November</p> <p>Lesson 4:</p> <p>Election Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsPI.1 – Describe roles and responsibilities of community and government leaders (e.g., mayor, president).</p> <p>6.1.2.CivicsPI.2 – Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPR.1 – Describe how individuals make decisions based on wants, needs, and the availability of resources.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand that Election Day is when people vote to choose leaders or decide important issues. Identify that voting is a fair way to make group decisions. Participate in a classroom election using a ballot. Show respect for everyone's voice and choice. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Participation in discussion and vote Student reflections – Ask: "Why is it important that everyone gets a turn to vote?" Exit Ticket – "One thing I learned about voting is..." (can be drawn or written) 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> "Duck for President" by Doreen Cronin – A fun introduction to elections and leadership "Grace for President" by Kelly DiPucchio – A girl runs for president in a school election "If I Ran for President" by Catherine Stier – Describes the election process in kid-friendly terms "Vote for Our Future!" by Margaret McNamara – Students learn the importance of voting "One Vote, Two Votes, I Vote, You Vote" by Bonnie Worth (Cat in the Hat Learning Library) – A rhyming nonfiction intro to elections <p>Materials & Resources</p> <ul style="list-style-type: none"> Ballot box (shoebox with slot or decorated container) Ballot slips (with two choices: e.g., favorite fruit or class mascot) Voting stickers ("I Voted!" printable or handmade) Chart paper or whiteboard Crayons, markers, sentence strips

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			Digital Resources: <ul style="list-style-type: none"> • PBS Kids: "Let's Vote!" short video • BrainPOP Jr. "Voting" video (<i>subscription may be required</i>) • Scholastic News Election Day Issue
November Lesson 5: Geography Awareness Week	New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S): 6.1.2.GeoPP.1 – Explain the different physical and human characteristics that make up places. 6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique. 6.1.2.Geo.HE.1 – Describe how human activities affect the environment. 6.1.2.Geo.SV.1 – Use maps and globes to identify physical features. 6.1.2.Geo.SV.2 – Describe how maps are created for a specific purpose.	Objective: We are learning to: <ul style="list-style-type: none"> • Identify and describe basic landforms and bodies of water. • Use and interpret simple maps and globes. • Understand that people live in many different places around the world. • Recognize how geography affects how people live, work, and play. Suggested Formative Assessment(s): Option A: Flip Book <ul style="list-style-type: none"> • Create a "Me on the Map" flipbook (My Room > My House > My Street > My City > My State > My Country > My Planet) Option B: Student Created Map <ul style="list-style-type: none"> • Students draw a map of the classroom or playground. Option C: landform diorama <ul style="list-style-type: none"> • Make a landform diorama using paper plates or construction paper. Student identifies and labels 3–4 landforms or water bodies on a worksheet Exit Ticket –Match continents and oceans on a blank map Exit Ticket – "One thing I learned about geography is..."	Mentor Texts (Read-Alouds) <ol style="list-style-type: none"> 1. "Me on the Map" by Joan Sweeney – Introduces map skills and personal geography 2. "Mapping Penny's World" by Loreen Leedy – Teaches mapping through a dog's adventures 3. "There's a Map on My Lap!" by Tish Rabe (Cat in the Hat Learning Library) – A fun intro to maps and globes 4. "Follow That Map!" by Scot Ritchie – Simple mapping adventures for kids 5. "Earth's Landforms and Bodies of Water" by Natalie Hyde – Nonfiction with great visuals 6. "Around the World We Go!" by Margaret Wise Brown – Celebrates global diversity Materials & Resources <ul style="list-style-type: none"> • World map, U.S. map, globe • Printable blank maps (world, continent, country, state, school) • Landform and water body cards

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			<p>(mountain, river, ocean, lake, desert, etc.)</p> <ul style="list-style-type: none"> • Crayons, scissors, glue, markers • Paper plates, construction paper (for craft activities) • Realia: sand, rocks, mini globe, compass • Digital resources (see below) <p>Digital Resources:</p> <ul style="list-style-type: none"> • National Geographic Kids – Geography • PBS Kids: "Let's Go Luna!" & "Molly of Denali" • Google Earth (for teacher-led demonstrations) • BrainPOP Jr. – Landforms and Maps (<i>subscription may be needed</i>)
<p>November</p> <p>Lesson 6:</p> <p>American Thanksgiving</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistoryCC.3 – Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that Thanksgiving is a national holiday centered on gratitude, community, and sharing. • Identify key elements of the first Thanksgiving (Pilgrims, Wampanoag, harvest). • Compare Thanksgiving long ago and today. • Express appreciation for people and things in their lives. <p>Suggested Formative Assessment(s):</p> <p>Options:</p> <ul style="list-style-type: none"> • Gratitude Turkey: Each student writes what they're thankful for on a feather and adds it to a class turkey. • Thank-You Card: Students write/draw a thank-you card for a family member, teacher, or community helper. • Gratitude Journal Page: "I am thankful for ____" 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> 1. "Thanksgiving Is for Giving Thanks" by Margaret Sutherland – Focuses on gratitude 2. "The First Thanksgiving" by Linda Hayward – A simple historical narrative for young children 3. "Pete the Cat: The First Thanksgiving" by Kimberly & James Dean – Fun and relatable retelling 4. "Squanto's Journey" by Joseph Bruchac – A respectful, Indigenous-perspective version (teacher-guided) 5. "We Are Grateful: Otsaliheliga" by Traci Sorell – A Cherokee year-round gratitude story 6. "Turkey Trouble" by Wendi Silvano – A fun

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	<p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p>	<p>because ____.”</p> <ul style="list-style-type: none"> ● Formative Assessment: Students complete a sentence starter or drawing showing what they're thankful for. ● Sentence Starters: Students draw or write one fact they learned about the first Thanksgiving 	<p>way to explore traditions and creativity</p> <p>Materials & Resources</p> <ul style="list-style-type: none"> ● Chart paper or anchor chart for “Then vs. Now” ● Printable Venn diagrams, turkey templates, thank-you cards ● Crayons, markers, scissors, glue ● Paper leaves or feathers for gratitude activities ● World map (to locate where the Pilgrims came from and where they landed) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● Scholastic “First Thanksgiving” Virtual Field Trip ● PBS Learning Media: “The Pilgrims and Native Americans” ● National Museum of the American Indian – Thanksgiving Resources ● [Read-alouds on YouTube (always preview): “We Are Grateful,” “Pete the Cat: Thanksgiving”]
<p>December</p> <p>Lesson 1:</p> <p>Christmas</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.CivicsCM.3 – Explain how</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Recognize that Christmas is a holiday celebrated in many countries with different customs. ● Identify at least one tradition from their own or another culture’s Christmas celebration. ● Appreciate cultural diversity by comparing traditions through literature and discussion. ● Express how families celebrate differently but often share common themes of giving and 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> 1. “Christmas Around the World” by Mary D. Lankford – Introduces customs from different countries 2. “Too Many Tamales” by Gary Soto – A Christmas story centered around a Latino family tradition 3. “The Legend of the Poinsettia” by Tomie

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	<p>diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p> <p>6.1.2.Geo.SV.1 – Use maps and globes to identify physical features and cultural locations.</p>	<p>togetherness.</p> <p>Suggested Formative Assessment(s):</p> <p>Activity Options:</p> <ul style="list-style-type: none"> • Christmas Around the World Passport: Each page represents a different country with a simple coloring or drawing activity • Family Traditions Poster: Students draw or write one thing they do with family around the holidays • Decorate a Symbol: Ornament, poinsettia, or holiday food drawing from a specific country • Sentence Starters: Share aloud or complete a sentence frame: <p>“My family celebrates by _____.” “In _____, they celebrate by _____.”</p>	<p>dePaola – A Mexican folktale about the holiday flower</p> <ol style="list-style-type: none"> 4. “Li'l Rabbit's Kwanzaa” by Donna L. Washington – Optional for inclusive cultural learning 5. “How to Catch Santa” by Jean Reagan – Fun modern tradition story 6. “Pick a Pine Tree” by Patricia Toht – A poetic story about tree-decorating tradition <p>Materials & Resources</p> <ul style="list-style-type: none"> • World map or globe • Printable country flags and holiday symbols • Construction paper, glue, crayons, scissors • Photos or visuals of Christmas traditions (food, decorations, celebrations) • Blank booklets or “Christmas Around the World” passports <p>Digital Resources:</p> <ul style="list-style-type: none"> • National Geographic Kids – Holidays Around the World • PBS LearningMedia Holiday Resources • [YouTube Read-Alouds](preview before use) for listed mentor texts • StoryPlace.org – Multicultural holiday stories
<p>December</p> <p>Lesson 2:</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Identify Hanukkah as a Jewish holiday celebrated in winter. • Describe at least two traditions associated with Hanukkah (e.g., lighting the menorah, playing dreidel, eating latkes). 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> 1. “Hanukkah Bear” by Eric A. Kimmel – A humorous and engaging story about Hanukkah traditions

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<p>Hanukkah</p>	<p>of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p> <p>6.1.2.Geo.SV.1 – Use maps and globes to identify physical features and cultural locations</p>	<ul style="list-style-type: none"> Recognize that people celebrate different holidays around the world. Show respect and curiosity for diverse cultural practices. <p>Suggested Formative Assessment(s):</p> <p>Options:</p> <p>Menorah Craft</p> <ul style="list-style-type: none"> Students create a menorah using construction paper, tissue paper for flames, or popsicle sticks. Each flame represents one night of Hanukkah. <p>Dreidel Decorating</p> <ul style="list-style-type: none"> Use printed dreidel templates for students to color, cut, and glue. Add Hebrew letters and glitter for fun! Option: Create 3D paper dreidels and practice spinning them. <p>Hanukkah Collage</p> <ul style="list-style-type: none"> Provide images or cut-outs of symbols (latkes, gelt, menorah, dreidel). Students glue and label each with one sentence: "This is a _____. It is used during Hanukkah." <p>"My Hanukkah Book"</p> <ul style="list-style-type: none"> A folded booklet with pages: <ol style="list-style-type: none"> "Hanukkah is celebrated in..." "People light the..." "They play..." 	<ol style="list-style-type: none"> "Latkes, Latkes, Good to Eat" by Naomi Howland – A folktale about generosity and Hanukkah "The Story of Hanukkah" by David A. Adler – A simple retelling of the history behind Hanukkah "Clifford Celebrates Hanukkah" by Norman Bridwell – Familiar character introduces young learners to Jewish traditions "Dreidel, Dreidel, Dreidel!" by Shahar Kober – A sing-along book introducing the game and song <p>Materials & Resources</p> <ul style="list-style-type: none"> Real or paper menorah Paper dreidels or real dreidels (plastic/wooden) Hanukkah symbols visuals (menorah, dreidel, latkes, gelt) Crayons, markers, scissors, glue Paper for writing/drawing response Printable Hanukkah coloring sheets <p>Digital Resources:</p> <ul style="list-style-type: none"> PJ Library – Free Jewish storybooks and activities [YouTube Read-Alouds of listed books (preview for classroom use)] PBS LearningMedia Hanukkah Video Clip National Geographic Kids – Holidays Around the World
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		<p>4. "They eat..."</p> <p>5. "My favorite part is..."</p> <p>Sentence Starters</p> <ul style="list-style-type: none"> • "I learned that Hanukkah is..." • "One thing people do to celebrate is..." • "If I celebrated Hanukkah, I would..." 	
<p>December</p> <p>Lesson 3:</p> <p>Kwanzaa</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of how experiences of individuals and families are shared through stories, songs, and celebrations.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.GeoPP.2 – Describe how cultural and environmental characteristics make places unique.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Identify Kwanzaa as a celebration of African American culture and heritage. • Describe at least two symbols or traditions of Kwanzaa. • Understand the importance of family, community, and cultural pride. • Express respect for different ways families celebrate holidays. <p>Suggested Formative Assessment(s):</p> <p>Option A:</p> <ul style="list-style-type: none"> • Color & Label the Kinara: Students color the candleholder with red, green, and black candles and label "Unity," "Family," "Heritage," etc. <p>Option B:</p> <ul style="list-style-type: none"> • Exit drawing or sentence frame – "I learned that Kwanzaa celebrates _____." <p>Option C:</p> <ul style="list-style-type: none"> • Principle Beads Necklace: Students string colored beads (1 for each principle) and explain 	<p>Mentor Texts (Read-Alouds)</p> <ol style="list-style-type: none"> 1. "My First Kwanzaa" by Karen Katz – A simple, vibrant introduction for young learners 2. "Li'l Rabbit's Kwanzaa" by Donna L. Washington – A sweet story about family and giving 3. "Seven Spools of Thread" by Angela Shelf Medearis – Teaches the seven principles through a folktale 4. "Kevin's Kwanzaa" by Lisa Bullard – A nonfiction-style narrative with Kwanzaa facts 5. "Kwanzaa" by Deborah M. Newton Chocolate – A nonfiction overview of the celebration <p>Materials & Resources</p> <ul style="list-style-type: none"> • Kinara template or real Kinara (candleholder) • Printable Kwanzaa symbols (mkeka, candles, unity cup, fruits, gifts) • Red, black, and green construction paper • Crayons, scissors, glue • Chart paper for anchor charts

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		<p>one principle they like</p> <p>Option D:</p> <ul style="list-style-type: none">• Unity Chain: Each student writes one thing they can do to help their family or community on a strip of paper and create a class paper chain <p>Option E:</p> <ul style="list-style-type: none">• Kwanzaa Word Match: Match symbols with their meanings (e.g., kinara = candleholder)	<ul style="list-style-type: none">• Music or drums (optional) <p>Digital Resources:</p> <ul style="list-style-type: none">• PBS Kids: All About Kwanzaa• National Museum of African American History and Culture – Kwanzaa Resources• [YouTube Read-Alouds – “My First Kwanzaa,” “Seven Spools of Thread”] (preview for age appropriateness)
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)