

Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

First Grade ~ Unit 2 - Past and Present

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 2 - Past and Present/Module Overview

In this unit, students will discover how their lives have been affected by all that has preceded them. They will compare how aspects of daily life, including school, transportation, work, and leisure activities have changed over time. Students will inspect different cultures and traditions from around the country and the world. They will consider how all of these aspects of life have impacted and shaped our lives and communities today. Students will learn about influential figures that have impacted our communities. Students will also be introduced to Habits 4-6 from The 7 Habits of a Happy Kid.

Core Content Vocabulary: culture, custom, history, interview, invent, present, tradition, synergize

Social Studies Disciplinary Concepts Included:

- Continuity and Change (CC)
- Understanding Perspectives (UP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)

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Standards Covered in Current Unit/Module

Related Standards and Learning Goals

*See standards in lessons below

Unit 2 - Past and Present ~ Weekly Learning Activities and Pacing Guide
Time Frame: 12 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
January Lesson 1: New Year's Day/ Resolutions	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</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.CivicsPD.1 – Engage in discussions to learn about the perspectives of others</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Understand that New Year's Day marks the beginning of a new calendar year. Learn the tradition of setting goals or "resolutions" to improve oneself or help others. Reflect on personal growth and identify simple, age-appropriate resolutions. Recognize how personal actions can positively impact their classroom and community. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: "My New Year's Resolution" Writing & Drawing Students complete a sentence starter: "This year, I will..." or "My New Year's goal is to..." Draw a picture of themselves reaching that goal. Option B: Resolution Flipbook Use three sections: For Myself, For My Family, For My Class Students write or draw one goal in each section. Option C: New Year's Countdown Clock Craft Create a paper clock and students write resolutions on each number (or just draw one goal in the center). Decorate with stars and confetti. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> "Squirrel's New Year's Resolution" by Pat Miller A charming story about Squirrel trying to find the perfect New Year's resolution, which introduces children to the idea of making positive goals. "The Night Before New Year's" by Natasha Wing A fun, rhyming book that shows a family getting ready to ring in the New Year with excitement and anticipation. "Shante Keys and the New Year's Peas" by Gail Piernas-Davenport A story that introduces New Year's traditions from different cultures, promoting diversity and understanding. <p>Materials and Resources:</p> <ul style="list-style-type: none"> Chart paper and markers Printable "My Resolution" worksheet or flipbook Drawing paper, crayons, scissors, glue

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		<ul style="list-style-type: none"> • Option D: Compare Traditions Show short videos or images of different New Year's celebrations worldwide. Complete a sorting or matching activity for symbols (fireworks, bells, food, etc.). • Exit Ticket: Draw or write one goal they want to reach this year. • Class Participation: Responses during discussion about New Year's and resolutions. • Student Work: Review flipbooks or writing pages for understanding of what a goal is and how it applies personally or socially. • Turn-and-Talk Prompt: "Tell a partner one way you will try to grow this year." 	<ul style="list-style-type: none"> • Craft materials for New Year's hats or countdown clocks • Calendar or classroom schedule <p>Digital Resources:</p> <ul style="list-style-type: none"> • Storyline Online – Read-aloud of "Squirrel's New Year's Resolution" • BrainPOP Jr. – Video on "Seasons" or "Calendar" • National Geographic Kids – New Year's celebrations around the world • GoNoodle – New Year-themed mindful breathing or goal-setting videos • YouTube – Kids-friendly New Year countdown or global celebration clips
<p>January</p> <p>Lesson 2:</p> <p>Martin Luther King Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsPI.3 – Explain how people work together to make decisions in the community (e.g., voting, peaceful protest, civic roles).</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Identify who Martin Luther King Jr. was and why he is remembered. • Understand the importance of fairness, equality, and peaceful problem-solving. • Recognize how people can work together to create positive change. • Express their understanding through writing, drawing, or discussion. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: "I Have a Dream" Cloud Writing Students write or dictate a sentence about their own dream for the world (e.g., "I have a dream that everyone is kind.") Illustrate their dream on a cloud-shaped template. • Option B: Peace Posters Students draw pictures of peaceful actions (helping others, sharing, using kind words). Label the pictures or add speech bubbles. 	<p>Mentor Texts:</p> <ul style="list-style-type: none"> • "Martin's Big Words" by Doreen Rappaport • "I Am Martin Luther King, Jr." by Brad Meltzer • "Happy Birthday, Martin Luther King" by Jean Marzollo • "The Story of Martin Luther King Jr." by Johnny Ray Moore <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Printed images of Dr. King and civil rights events • Sentence starters or writing templates • Construction paper, crayons, glue, scissors • Access to short educational videos (e.g., BrainPOP Jr. or PBS Kids) • "I Have a Dream" cloud template

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		<ul style="list-style-type: none"> • Option C: Role-Play or Scenario Sorting Teacher reads scenarios (e.g., "Someone is being left out.") Students choose peaceful responses (e.g., invite them to play) and explain why. • Option D: Timeline Craft Simple 3-event timeline: MLK's birth, famous speech, holiday in his honor. Students paste or draw simple visuals for each. • Exit Ticket Drawing or Sentence: "Dr. King taught us to..." • Thumbs Up/Thumbs Down during read-aloud to show understanding of peaceful vs. unfair behavior. • Teacher observation during discussions and student work. • Collect and review "I Have a Dream" writing for comprehension and connection. 	<ul style="list-style-type: none"> • Smartboard or projector
<p>January</p> <p>Lesson 3:</p> <p>Inauguration Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsPI.4 – Describe how individuals have unique perspectives based on their beliefs, values, and experiences.</p> <p>6.1.2.CivicsPI.5 – Describe how people can work together to solve a problem.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand what Inauguration Day is and why it is important. • Recognize the President of the United States as a leader chosen by the people. • Identify symbols and traditions of Inauguration Day. • Participate in an activity that reflects the responsibilities of a leader. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: "If I Were President" Writing Prompt Students complete the sentence: "If I were president, I would..." Draw a picture of themselves as president. • Option B: Inauguration Parade Hat or Sash Craft Students make a "presidential" hat or sash using construction paper and decorate it with stars and stripes. Hold a mini class inauguration ceremony where each student is "sworn in" as class president for the day. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "If I Were President" by Catherine Stier~ A simple, engaging book that imagines what it would be like to be president, introducing students to presidential responsibilities. 2. "Duck for President" by Doreen Cronin~ A humorous story about Duck running for office, helping students understand elections and leadership in a fun and relatable way. 3. "Celebrating President's Day: What Is a President?" by Margot Parker~ A nonfiction introduction to the roles of the president and basic presidential traditions like Inauguration Day. <p>Materials and Resources:</p>

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		<ul style="list-style-type: none"> • Option C: Presidential Oath Role-Play Provide a simple, kid-friendly version of the presidential oath. Invite students to role-play taking the oath with a hand on a pretend book. • Option D: U.S. Symbols Sorting Show students images of U.S. symbols (flag, White House, eagle) mixed with non-symbols (ice cream, dog). Students sort them into "U.S. Symbols" and "Not U.S. Symbols." • Exit Ticket Drawing or Sentence: "One thing a president does is..." • Teacher Observation: Participation in class discussion and ability to name facts about Inauguration Day. • Writing Sample: Review student responses from the "If I Were President" activity to check for understanding of leadership roles. • Oral Check-in: Ask students to name one tradition or symbol they learned about from Inauguration Day. 	<ul style="list-style-type: none"> • Chart paper and markers • American flag (real or printable image) • President badge or sash for classroom role-play • Paper and crayons for drawing or writing • Crown or "Presidential Hat" template • Projector or Smartboard to show images or videos • Optional video (e.g., PBS Kids clip or Newsela video on Inauguration)
<p>January</p> <p>Lesson 4:</p> <p>Lunar New Year</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</p> <p>6.1.2.HistoryCC.3 – Make inferences about how past events, individuals, and innovations affect our current lives.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand that Lunar New Year is an important holiday celebrated in many cultures. • Identify key traditions and symbols of the Lunar New Year. • Explore how celebrations reflect family values, community, and culture. • Compare the Lunar New Year to holidays they celebrate. • Express their understanding through crafts, writing, or discussion. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Red Envelope Craft ("Hongbao") Students make red envelopes using folded red 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Bringing in the New Year" by Grace Lin A beautifully illustrated story following a Chinese-American family as they prepare for and celebrate Lunar New Year. 2. "Ruby's Chinese New Year" by Vickie Lee A retelling of the Chinese Zodiac story with a character named Ruby traveling to deliver a gift to her grandmother, meeting zodiac animals along the way. 3. "The Runaway Wok" by Ying Chang Compestine A fun folktale-style story that teaches about generosity, community, and Lunar

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	<p>6.1.2.CivicsPI.1 – Describe roles and responsibilities of community and family members.</p>	<p>paper. Inside, they draw or write a wish for good luck or happiness.</p> <ul style="list-style-type: none"> • Option B: Zodiac Animal Match Introduce the 12 animals of the Chinese zodiac. Students color their animal of the year or match traits to each animal. • Option C: Paper Lantern Craft Students fold and cut lanterns from red and yellow paper to hang in the classroom. • Option D: Venn Diagram – “My Holiday vs. Lunar New Year” Compare Lunar New Year to a holiday they celebrate at home. • Option E: Lunar New Year Parade Role-Play Students wear paper hats or carry paper dragons/lanterns and walk in a classroom “parade” to celebrate. • Exit Ticket Drawing or Sentence: “One thing I learned about Lunar New Year is...” • Teacher Observation: Participation during discussion, ability to identify symbols and customs. • Writing Response or Craft: Review students’ red envelopes or lanterns for understanding of meaning behind the tradition. • Sorting Activity: Match symbols to meanings (e.g., red = luck, dumplings = family togetherness, dragon = strength). 	<p>New Year traditions.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Red construction paper, scissors, glue, gold/yellow crayons • Paper lantern template or dragon puppet template • Images or printed cards of Lunar New Year symbols (lanterns, red envelopes, dragon, food, etc.) • World map or globe • Sentence starters or drawing paper <p>Digital Resources:</p> <ul style="list-style-type: none"> • PBS LearningMedia – Lunar New Year for Kids videos • Scholastic Learn at Home – Holiday spotlight articles and videos • YouTube – Grace Lin reads “Bringing in the New Year” • National Geographic Kids – Articles about Lunar New Year traditions • Google Earth – Explore countries like China, Vietnam, and South Korea to show global celebration
<p>February</p> <p>Lesson 1:</p> <p>Chinese New Year</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn what Chinese New Year is and why it is celebrated. • Identify and describe key traditions and symbols of Chinese New Year (lanterns, red envelopes, dragons, zodiac animals). • Understand that holidays reflect cultural values 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Bringing in the New Year” by Grace Lin A colorful, engaging story that follows a Chinese-American family as they prepare for Chinese New Year with food,

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	<p>respect for others can contribute to individuals feeling accepted in schools and communities.</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.GeoPP.1 – Use geographic models to identify patterns in the way people live and work in different regions.</p>	<p>and bring people together.</p> <ul style="list-style-type: none"> • Compare Chinese New Year with their own holiday celebrations. • Express understanding through art, writing, and class discussion. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Red Envelope Craft (“Hongbao”) Students fold and decorate a red envelope. Inside, they write or draw a wish for good luck or kindness. • Option B: Zodiac Animal Coloring and Matching Introduce the 12 zodiac animals and what year it is. Students color their zodiac animal and write one fun fact about it. • Option C: Lantern Craft Students fold and decorate a red and gold paper lantern to hang in class. • Option D: Venn Diagram – “My Holiday vs. Chinese New Year” Compare traditions, foods, and symbols using a simple Venn diagram. • Option E: Dragon Parade Role-Play Students decorate dragon puppets or wear hats/masks. Hold a short “dragon parade” around the classroom or hallway. • Exit Ticket: Draw and label one thing they learned about Chinese New Year. • Turn-and-Talk Prompt: “What do you remember about Chinese New Year?” • Teacher Observation: Participation during story discussion, activities, and accurate symbol matching. • Student Work Samples: Red envelopes, drawings, Venn diagrams, or crafts assessed for understanding of holiday symbols and purpose. 	<p>decorations, and a parade.</p> <ol style="list-style-type: none"> 2. “Ruby’s Chinese New Year” by Vickie Lee A playful adventure story where Ruby delivers a card to her grandmother and meets the 12 zodiac animals along the way. 3. “The Runaway Wok” by Ying Chang Compestine A folktale that highlights values like kindness, sharing, and community during Chinese New Year. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Construction paper (red and gold), scissors, glue, crayons • Red envelope templates • Zodiac animal coloring pages • Paper lantern or dragon puppet templates • Images of Chinese New Year celebrations (decorations, foods, parades) • Classroom globe or world map <p>Digital Resources:</p> <ul style="list-style-type: none"> • Storyline Online – Read-aloud of Bringing in the New Year • PBS LearningMedia – “Let’s Celebrate Lunar New Year” video for young learners • National Geographic Kids – Articles and images of Chinese New Year celebrations around the world • YouTube – Kid-friendly dragon dance videos, Chinese New Year story videos • BrainPOP Jr. – “Chinese New Year” video (with quiz and activity)
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<p>February</p> <p>Lesson 2:</p> <p>Amistad Activities</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</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 regional folk heroes, stories, and celebrations to describe how people shape and influence history.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn that Amistad Day honors the struggle for freedom by Africans who were enslaved. • Understand the values of fairness, justice, and standing up for what is right. • Discuss friendship, bravery, and the importance of treating others with respect. • Recognize that people can work together to make change. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: "Fairness Flowers" Students write or draw one way they can be fair or kind to others on a flower petal. Combine petals into a class "Garden of Fairness" bulletin board. • Option B: Paper Friendship Chain Each student decorates a strip with a kind word or picture showing inclusion and unity. Link the strips to form a classroom "Unity Chain." • Option C: "I Can Stand Up for Others" Writing Students complete a sentence starter: "I can help others by..." or "Being fair means..." Add illustrations and display in class. • Option D: Peace & Justice Pledge Create a class pledge where students agree to be fair, kind, and stand up for each other. Each student signs it with a thumbprint or sticker. • Exit Ticket: Draw or write one way to be fair or kind. • Turn-and-Talk Prompt: "How can we stand up for someone who is being treated unfairly?" • Observation: Active participation during discussion and respectful sharing of ideas. • Student Work: Check for understanding of fairness, friendship, and inclusion through writing or art activities. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "The Story of the Amistad" by Emma Gelders Sterne (adapted/retold for early learners) A simplified version of the real historical event where enslaved Africans stood up for their freedom on the ship Amistad. 2. "Mae Among the Stars" by Roda Ahmed Tells the inspiring story of Mae Jemison, connecting the idea of African American contributions and perseverance. 3. "The Other Side" by Jacqueline Woodson A gentle, symbolic story about a friendship across a fence that divides communities, highlighting themes of fairness and inclusion. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Globe or classroom world map • Paper chains or friendship bracelet materials • Drawing paper, crayons, scissors • Sentence strips for writing • Simplified timeline visuals or Amistad ship image (kid-appropriate) <p>Digital Resources:</p> <ul style="list-style-type: none"> • Amistad Curriculum Website (NJ DOE) – Early elementary resources and background • PBS LearningMedia – Videos on fairness, justice, and early American history • YouTube – "The Other Side" read aloud or
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			<p>"Mae Among the Stars"</p> <ul style="list-style-type: none"> ● Scholastic – Lesson ideas and social-emotional stories on fairness and justice
<p>February</p> <p>Lesson 3:</p> <p>Black History Month</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of regional folk heroes, stories, and celebrations to describe how people shape and influence history.</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.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand that Black History Month honors the contributions of African Americans. ● Learn about the lives and achievements of important historical and contemporary figures. ● Recognize values such as fairness, courage, and kindness through real-life stories. ● Express their learning through writing, drawing, or discussion. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: "Hero Spotlight" Mini-Book Students choose a hero and complete a 1-page fact sheet (e.g., Name, What They Did, Why We Remember Them, My Favorite Thing About Them). ● Option B: "Dream Big" Writing Prompt Inspired by Mae Jemison or MLK Jr., students write: "Someday, I will..." and illustrate their dream. ● Option C: "Hero Trading Cards" Craft Students create a small card or poster with their chosen hero's name, a drawing, and one important fact. ● Option D: Timeline Wall As a class, add a new person to a wall timeline each day during Black History Month. ● Exit Ticket: Students draw a picture and/or write one thing they learned about a hero. ● Teacher Observation: Active participation during discussion and accurate identification of people/events. ● Written Work: Evaluate sentence starters, fact sheets, and crafts for understanding and effort. ● Peer Sharing: Partner up to share their hero and 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Mae Among the Stars" by Roda Ahmed Tells the story of Mae Jemison, the first African American woman astronaut, who followed her dreams despite doubt and discouragement. 2. "I Am Martin Luther King, Jr." by Brad Meltzer A kid-friendly biography highlighting the life of Dr. King and his message of peace and equality. 3. "The ABCs of Black History" by Rio Cortez An alphabet-style book introducing young children to influential people, places, and events in Black history. 4. "Salt in His Shoes" by Deloris Jordan A story about perseverance and Michael Jordan's journey to becoming one of the greatest basketball players, written by his mother. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Globe or world map ● Drawing paper, crayons, construction paper ● Sentence starters or writing templates ● Biographies with visuals (photos or illustrations) ● Printable hero "trading cards" or fact

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		explain why that person is important.	<p>pages</p> <p>Digital Resources:</p> <ul style="list-style-type: none"> • PBS LearningMedia – “Black History Month” video clips for K–2 • Storyline Online – Read-aloud of Mae Among the Stars • National Geographic Kids – Black history articles and kid biographies • YouTube – Read-alouds and clips of key figures (e.g., Rosa Parks, MLK Jr.) • BrainPOP Jr. – “Martin Luther King Jr.” or “Black History” video with quiz and activity
<p>February</p> <p>Lesson 4:</p> <p>Groundhogs Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of regional folk heroes, stories, and celebrations to describe how people shape and influence history.</p> <p>6.1.2.GeoPP.1 – Use geographic models to identify patterns in the way people live and work in different regions.</p> <p>6.1.2.CivicsPD.1 – Engage in discussions to learn about the perspectives of others.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand the meaning and traditions of Groundhog Day. • Learn how people use Groundhog Day to predict the change of seasons. • Explore the connection between seasonal changes and cultural traditions. • Make and record their own weather predictions. • Compare folklore and facts about weather prediction. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Groundhog Prediction Chart Each student predicts: Will the groundhog see his shadow? Tally the class votes and make a bar graph or pictograph to display results. • Option B: Make a Groundhog Puppet or Headband Use paper cutouts or templates to create a groundhog craft. Students use their puppets to act out both weather scenarios (shadow vs. no shadow). • Option C: Weather & Shadow Science 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Groundhog Day!” by Gail Gibbons A nonfiction book that explains the history, folklore, and science behind Groundhog Day in an age-appropriate way. 2. “Substitute Groundhog” by Pat Miller A humorous story where the groundhog gets sick and other animals audition to take his place, helping kids learn about traditions and animal traits. 3. “Groundhog Weather School” by Joan Holub A funny and educational book that mixes facts with fiction, teaching how weather predictions are made. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Construction paper, scissors, glue, crayons • Printable groundhog puppets or

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		<p>Mini-Experiment Use a flashlight and toy groundhog to demonstrate how shadows form depending on the light's position.</p> <ul style="list-style-type: none"> • Option D: Fact vs. Fiction T-Chart Compare real weather prediction (meteorologists, tools) with the folklore of Groundhog Day. • Option E: Writing Prompt Sentence starter: "If I were the groundhog, I would..." Students draw and write about their prediction and what they would tell everyone. • Exit Ticket: Draw or write one fact they learned about Groundhog Day. • Turn-and-Talk Prompt: "Do you think the groundhog will see his shadow? Why?" • Teacher Observation: Participation during discussion, correct use of vocabulary (shadow, prediction, tradition). • Student Work: Review writing and crafts for understanding of concepts (seasons, prediction, traditions). 	<ul style="list-style-type: none"> • headbands • Class calendar or weather chart • Venn diagram or T-chart template • Sentence starter worksheets <p>Digital Resources:</p> <ul style="list-style-type: none"> • YouTube – Videos of Punxsutawney Phil's prediction (kid-friendly versions) • BrainPOP Jr. – Weather or Seasons videos • National Geographic Kids – Articles on animals and seasons • Scholastic.com – Groundhog Day mini-books and worksheets • PBS Kids – "Let's Learn About Groundhog Day" video or game
<p>February</p> <p>Lesson 5:</p> <p>President's Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S-S):</p> <p>6.1.2.CivicsPI.4 – Describe how individuals have unique perspectives based on their beliefs, values, and experiences.</p> <p>6.1.2.CivicsPI.5 – Describe how people can work together to solve a problem.</p> <p>6.1.2.HistorySE.1 – Use examples of regional folk heroes, stories, and celebrations to describe how</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Understand the purpose of President's Day and whom it honors. • Identify George Washington and Abraham Lincoln as two important U.S. presidents. • Recognize key symbols and responsibilities of the presidency. • Reflect on leadership qualities and how they can be leaders in their own communities. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: President Comparison Venn Diagram Compare George Washington and Abraham Lincoln (e.g., hats, homes, time periods, things they are remembered for). • Option B: "If I Were President..." Writing and 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "A Picture Book of George Washington" by David A. Adler A simple, illustrated biography that introduces young children to the life and leadership of our first president. 2. "Abe Lincoln's Hat" by Martha Brenner A fun and informative story about Abraham Lincoln's life and how he used his tall hat to keep notes and letters. 3. "If I Were President" by Catherine Stier A playful book that explores what it would be like to be president, describing responsibilities and leadership in a

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	people shape and influence history.	<p>Drawing Sentence starter: "If I were president, I would..." Students draw themselves as president and write about what they would do.</p> <ul style="list-style-type: none"> • Option C: Create a "President Hat" or Crown Make a tall black hat (for Lincoln) or a tricorn hat (for Washington). Students decorate and wear during a pretend "White House visit." • Option D: Coin Sort and Match Show a penny and quarter, and identify Lincoln and Washington. Sort and match activities for U.S. symbols and leaders • Option E: "Class President" Role-Play Choose a student "president" for the day. Discuss classroom responsibilities and let the student help make a decision (e.g., which game to play or story to read). • Exit Ticket: Draw or write one thing they learned about a U.S. president. • Turn-and-Talk: "What makes someone a good leader?" • Teacher Observation: Participation in group discussion, ability to name and describe the presidents. • Student Work: Review writing prompts and crafts for understanding of leadership and key facts. 	<p>child-friendly way.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Red, white, and blue construction paper • President trading cards or photo cutouts • Drawing paper, scissors, glue, crayons • Printable Venn diagram or graphic organizer • Crown or sash templates for "class president" activity <p>Digital Resources:</p> <ul style="list-style-type: none"> • BrainPOP Jr. – "George Washington" and "Abraham Lincoln" videos • PBS LearningMedia – President's Day videos and lesson clips • Storyline Online – Read-alouds like "If I Were President" • National Geographic Kids – Kid-friendly biographies • YouTube – "President's Day for Kids" videos (Super Simple Songs, Homeschool Pop, etc.)
<p>February</p> <p>Lesson 6:</p> <p>100th Day of School</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Reflect on their personal and academic growth over the first 100 days of school. • Celebrate classroom community and shared accomplishments. • Recognize the importance of teamwork, kindness, and respect in building a learning environment. • Participate in activities that connect social studies themes with counting, time, and history. 	<p>Mentor Texts):</p> <ol style="list-style-type: none"> 1. "Miss Bindergarten Celebrates the 100th Day of Kindergarten" by Joseph Slate A rhyming story that follows a classroom preparing for the 100th day with creative and fun projects. 2. "The Night Before the 100th Day of School" by Natasha Wing

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	<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 regional folk heroes, stories, and celebrations to describe how people shape and influence history.</p>	<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: “When I’m 100…” Writing and Drawing Prompt: “When I’m 100 years old, I will…” Students write and draw themselves at age 100. • Option B: “100 Acts of Kindness” Chain Each student writes an act of kindness on a strip. Link them to form a paper chain of 100 acts. • Option C: “100th Day Crown” Craft Students decorate a paper crown with 100 stickers, stamps, or shapes. • Option D: Timeline of Our Year Create a class timeline highlighting key events, celebrations, or learning from the first 100 days. • Option E: “100 Steps Around School” Exploration Take a class walk and count 100 steps—note what they see or learn along the way. • Exit Ticket: Draw or write about their favorite memory from the first 100 days. • Turn-and-Talk Prompt: “What’s one thing you’ve learned since the first day of school?” • Observation: Watch for participation in discussions, kindness activities, and timeline contributions. • Student Work: Review writing prompts and projects for understanding of time, growth, and community. 	<p>A playful story about a student trying to find the perfect 100 items to bring to school.</p> <p>3. “100 School Days” by Anne Rockwell A book that shows how a class counts and celebrates each day of learning, leading up to the big 100th day.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Drawing paper, crayons, glue, scissors • Stickers, buttons, cereal, or other small countable items • Blank sentence strips or index cards • “100th Day Crown” or badge templates • Photos of students from Day 1 and Day 100 (if available) <p>Digital Resources:</p> <ul style="list-style-type: none"> • YouTube – “100th Day of School” songs and read-alouds • BrainPOP Jr. – Video clips on school, community, and time • Starfall – 100th Day interactive activities • Scholastic.com – Printable worksheets and celebration ideas • Seesaw or Flipgrid – Students record a short reflection on something they've learned
<p>March</p> <p>Lesson 1:</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"> • Understand the purpose of Women’s History Month. • Learn about the contributions of influential women in history. 	<p>Mentor Texts:</p> <p>1. “I Am Rosa Parks” by Brad Meltzer A kid-friendly biography that tells the story</p>

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<p>Women's History Month</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 regional folk heroes, stories, and celebrations to describe how people shape and influence history.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</p>	<ul style="list-style-type: none"> Identify qualities such as bravery, kindness, perseverance, and leadership in female role models. Reflect on how women's contributions have helped shape their world today. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: "My Hero" Writing and Drawing Page Students choose one woman they learned about and complete a page with: Name, What she did, What they admire about her, A picture of her Option B: Women's History "Trading Cards" Each student creates a trading card with a famous woman's name, drawing, and 1–2 facts. Option C: "If I Could Help the World" Prompt Inspired by the women they learned about, students write or draw one way they can help others. Option D: Timeline of Women's Contributions Create a simple wall timeline using photos or student illustrations of women in history. Option E: Mini-Biography Booklet Students create a booklet about 2–3 women, adding a page for each with a short fact and drawing. Exit Ticket: Write or draw one thing they learned about a woman in history. Turn-and-Talk Prompt: "What did [Rosa Parks/Frida Kahlo/etc.] do to help others?" Teacher Observation: Check for engagement, respectful participation, and ability to identify key facts. Student Work: Review trading cards, writing pages, or booklets for understanding and connection to the lesson. 	<p>of Rosa Parks and her brave stand for equality in a simple, engaging way.</p> <ol style="list-style-type: none"> "She Persisted" by Chelsea Clinton A collection of brief stories about women who changed the world through courage and determination, written for young children. "Frida Kahlo and Her Animalitos" by Monica Brown Introduces children to the life of the artist Frida Kahlo, emphasizing her creativity, resilience, and love of animals. "The Watcher: Jane Goodall's Life with the Chimps" by Jeanette Winter A beautifully illustrated story about Jane Goodall's work with chimpanzees and her dedication to protecting wildlife. <p>Materials and Resources:</p> <ul style="list-style-type: none"> Chart paper and markers Construction paper, crayons, scissors, glue Sentence strips or writing templates Hero trading card or fact sheet templates Photographs or printed images of featured women Globe or world map to show where women lived/worked <p>Digital Resources:</p> <ul style="list-style-type: none"> PBS LearningMedia – Women's History Month video clips BrainPOP Jr. – Videos on Rosa Parks, Jane Goodall, and historical figures YouTube – Storytime read-alouds of mentor texts National Geographic Kids – Biographies
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			<p>and fun facts about inspiring women</p> <ul style="list-style-type: none"> ● Scholastic.com – Printable resources and women's history activities
<p>March</p> <p>Lesson 2:</p> <p>St. Patrick's Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.HistorySE.1 – Use examples of regional folk heroes, stories, and celebrations to describe how people shape and influence history.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</p> <p>6.1.2.GeoHE.2 – Describe how human activities affect the cultural and environmental characteristics of places or regions.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Learn the origin and traditions of St. Patrick's Day. ● Identify symbols associated with Irish culture (e.g., shamrock, leprechaun, pot of gold). ● Understand that people in different cultures celebrate different holidays. ● Participate in classroom activities that reflect elements of Irish heritage and celebration. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Shamrock Craft with Wishes Each leaf of the shamrock holds a wish: something for school, for home, and for the world. ● Option B: "If I Caught a Leprechaun..." Writing Prompt Students complete the sentence: "If I caught a leprechaun, I would..." and illustrate their story. ● Option C: Rainbow Patterns or Pot of Gold Counting Incorporate math by having students create rainbow patterns or count and glue 100 gold coins (paper or real manipulatives). ● Option D: Irish Music and Dancing Break Play Irish folk music and invite students to clap or dance along, connecting to cultural traditions. ● Option E: Map Activity Color a simple map of Ireland and label with a shamrock, rainbow, or flag. ● Exit Ticket: Draw and label one symbol of St. Patrick's Day. ● Turn-and-Talk Prompt: "What is one tradition or fun fact about St. Patrick's Day?" ● Teacher Observation: Participation during 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "Jamie O'Rourke and the Big Potato" by Tomie dePaola A humorous Irish folktale about a lazy man and a magical potato, which introduces Irish storytelling and culture. 2. "The Night Before St. Patrick's Day" by Natasha Wing A rhyming story about children preparing traps for a leprechaun the night before the holiday, highlighting playful traditions. 3. "St. Patrick's Day" by Gail Gibbons A nonfiction book that teaches the history and customs of St. Patrick's Day with colorful illustrations and kid-friendly facts. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Construction paper (green, gold, white) ● Crayons, scissors, glue ● Printable shamrocks, rainbows, leprechaun hats ● Sentence starters or writing templates ● World map or globe <p>Digital Resources:</p> <ul style="list-style-type: none"> ● YouTube – Kid-friendly videos like "St. Patrick's Day for Kids" and read-alouds of mentor texts ● National Geographic Kids – Articles or

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		<p>discussion and active engagement in the craft or writing activity.</p> <ul style="list-style-type: none"> • Student Work: Review writing/drawing responses for understanding of cultural symbols and holiday meaning. 	<p>pictures of Ireland and cultural symbols</p> <ul style="list-style-type: none"> • Scholastic.com – Printable St. Patrick's Day worksheets and crafts • BrainPOP Jr. – "Holidays" or "Cultures" videos • GoNoodle – Irish music/dance movement breaks
<p>March</p> <p>Lesson 3:</p> <p>March Madness</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.GeoPP.1 – Use geographic models to identify patterns in the way people live and work in different regions.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted in schools and communities.</p> <p>6.1.2.HistorySE.1 – Use examples of regional folk heroes, stories, and celebrations to describe how people shape and influence history.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> • Learn the basics of March Madness and its cultural significance in the U.S. • Identify the importance of teamwork and good sportsmanship. • Explore where college basketball teams come from using a map of the United States. • Participate in a fun classroom bracket activity to practice decision-making and community building. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Class Bracket Voting Game Create a fun tournament bracket using favorite books, animals, foods, or sports teams. Students vote daily or weekly to advance their picks—practice tallying, comparing, and respectful decision-making. • Option B: Geography Match-Up Match basketball teams or states to their locations on a U.S. map. Use pins, stickers, or state cutouts to track where teams are from. • Option C: "I Am a Good Teammate" Writing Prompt Sentence starter: "I am a good teammate when I..." Students draw and write about helping, sharing, or cheering others on. • Option D: Basketball Math & Movement Break Toss a small foam ball into a basket; count how many shots make it in. Practice skip counting or 	<p>Mentor Texts (with Short Descriptions):</p> <ol style="list-style-type: none"> 1. "Salt in His Shoes" by Deloris and Roslyn Jordan A true story about young Michael Jordan learning patience, hard work, and determination. 2. "Basketball Belles" by Sue Macy A story about the first women's basketball game in the U.S., connecting sports to history and equality. 3. "Allie's Basketball Dream" by Barbara E. Barber A book about a young girl who loves basketball and overcomes others' doubts, promoting confidence and persistence. <p>Materials and Resources:</p> <ul style="list-style-type: none"> • U.S. map or globe • Bracket template (simplified for classroom use—could use books, animals, colors, etc.) • Small basketball or foam ball for classroom game • Construction paper, glue, scissors, crayons • Chart paper for tracking teamwork and sportsmanship examples • Sentence starters or writing paper

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		<p>tallying.</p> <ul style="list-style-type: none"> ● Option E: Design a Team Jersey or Mascot Students create their own team name, draw a jersey, and design a mascot, connecting creativity and identity. ● Exit Ticket: Write or draw one way to be a good team player. ● Teacher Observation: Watch for cooperative behavior during games and group voting. ● Discussion Responses: Can students identify reasons for voting or support a favorite pick kindly? ● Student Work: Evaluate writing or maps for understanding of geography, sportsmanship, and participation. 	<p>Digital Resources:</p> <ul style="list-style-type: none"> ● YouTube – “What is March Madness?” kid-friendly videos ● BrainPOP Jr. – Videos on teamwork, fairness, and making decisions ● National Geographic Kids – U.S. geography and fun facts about states ● Scholastic.com – Printable maps and sports-related activities ● Google Earth – Locate universities and cities with students
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)