

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

First Grade ~ Unit 3 - People and Their Environment

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 3 - People and Their Environment/Module Overview

In this unit, students will investigate how our actions affect our community and environment. They will also learn how the service of community members impacts our daily lives. Throughout this unit, students will continue to engage in topics about inclusion within our communities. Habit 7 of The 7 Habits of a Happy Kid will be introduced.

Core Content Vocabulary: resources, inclusion, resources, sustainable

Social Studies Disciplinary Included:

- Human Environment Interaction (HE)
- Global Interconnections (GI)
- Understanding Perspectives (UP)
- Claims and Argumentation (CA)

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Standards Covered in Current Unit/Module

Related Standards and Learning Goals

*See standards in lessons below

Unit 3 - People and Their Environment ~ Weekly Learning Activities and Pacing Guide
Time Frame: 12 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>April</p> <p>Lesson 1:</p> <p>Easter</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJLSL-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"> • Understand Easter as a springtime celebration observed in many cultures. • Learn about symbols and traditions associated with Easter (e.g., eggs, bunnies, baskets, parades). • Recognize that different families and countries celebrate holidays in different ways. • Participate in inclusive activities that celebrate spring, new beginnings, and community. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Option A: Easter Traditions Around the World Chart Share brief facts about Easter in 2–3 countries (e.g., egg rolling in the U.S., water fights in Poland, egg hunts in Australia). Use a world map to locate those places. • Option B: “My Spring Celebration” Writing Prompt Sentence starter: <i>“In the spring, my family...”</i> Students draw and write about a family tradition, whether it’s Easter, a picnic, or simply enjoying warmer weather. • Option C: Egg Decorating Craft Provide paper or 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Rechenka’s Eggs” by Patricia Polacco A beautifully illustrated story about a woman in Russia who paints Easter eggs and learns about kindness and miracles. 2. “The Easter Egg” by Jan Brett Hoppi the bunny learns about creativity, patience, and the joy of giving in this story featuring beautifully decorated eggs. 3. “Easter Around the World” by Mary D. Lankford A nonfiction text that introduces children to Easter customs in various countries (can be read in excerpts). <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Construction paper, scissors, crayons, glue • Plastic or paper eggs for crafts • Basket or egg templates • Venn diagram or comparison chart

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		<p>plastic eggs for decorating with patterns or symbols from different cultures.</p> <ul style="list-style-type: none"> ● Option D: “Easter Then and Now” Timeline Introduce how Easter celebrations have changed over time (optional for extended activity). ● Option E: Spring Sorting or Venn Diagram Compare two spring holidays or customs (e.g., Easter and Holi, or Easter and Nowruz). ● Exit Ticket: Draw a spring or Easter tradition they learned about. ● Turn-and-Talk Prompt: <i>“What is one way people celebrate Easter or spring?”</i> ● Student Work: Evaluate drawings, writing, or crafts for understanding of the concepts (symbols, traditions, diversity). ● Observation: Note participation during discussion and respectful listening to others’ traditions. 	<ul style="list-style-type: none"> ● Paper maps or globe ● Spring-related books or real items (e.g., flowers, grass, plastic eggs) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● YouTube – Read-alouds of <i>The Easter Egg</i> and <i>Rechenka’s Eggs</i> ● National Geographic Kids – Easter traditions and spring celebration facts ● PBS LearningMedia – Videos about global holidays and spring customs ● Scholastic.com – Printable spring/Easter crafts and cultural comparisons ● Google Earth or Classroom Map – To locate countries featured in Easter Around the World
<p>April</p> <p>Lesson 2:</p> <p>Math Awareness Month</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsPI.2 – Investigate the importance of services provided by government (e.g., schools, libraries, police, fire departments).</p> <p>6.1.2.EconEM.2 – Describe how goods and services are produced and the roles of workers in the production process.</p> <p>6.1.2.GeoPP.1 – Use geographic models to identify patterns in the way people live and work in</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Recognize how math is used in everyday life and in different jobs in the community. ● Identify careers and community helpers who use math. ● Understand that math helps people solve problems and make decisions. ● Engage in activities that connect math to civic life (e.g., shopping, building, measuring). <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Math in the Community Drawing and Writing Prompt Prompt: <i>“I use math when I…”</i> or <i>“A builder uses math to…”</i> Students draw and write about how they or someone in the community uses math. ● Option B: Mock Store or Lemonade Stand Set up 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “How Do Dinosaurs Count to Ten?” by Jane Yolen A playful counting book that introduces numbers and encourages discussion about counting in everyday life. 2. “Math Curse” by Jon Scieszka and Lane Smith A fun and silly look at how math is part of every part of the day—from breakfast to bedtime. 3. “Lemonade in Winter: A Book About Two Kids Counting Money” by Emily Jenkins A realistic story of two siblings using math to run a lemonade stand, introducing

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	<p>different regions.</p>	<p>a pretend store where students use play money to “buy” items. Practice adding totals and making change.</p> <ul style="list-style-type: none"> ● Option C: Community Helper Match-Up Game Use cards with different community helpers and match them with the math they use (e.g., a chef + measuring, a doctor + charts). ● Option D: Math Around the School Walk Take a short walk around the school to find examples of math in use (e.g., room numbers, clocks, rulers, schedules). ● Option E: Class Graphing Project Graph favorite fruits, books, or careers using tally marks and bar graphs. ● Exit Ticket: Draw a picture of someone using math and label how they use it. ● Turn-and-Talk Prompt: “Which community helper uses math and how?” ● Teacher Observation: Note participation in group discussion, role-play activities, and ability to make math connections. ● Student Work: Review writing and drawing for understanding of real-world math use. 	<p>money, counting, and simple economics.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● Play money, price tags, pretend food/toys (for a mock store) ● Rulers, measuring tape, clocks ● Job hat or costume props (e.g., chef, builder, cashier) ● Writing/drawing paper, crayons, scissors ● Career or job role cards <p>Digital Resources:</p> <ul style="list-style-type: none"> ● BrainPOP Jr. – Videos on <i>Community Helpers, Counting Money, or Time</i> ● Scholastic.com – Career exploration and math activity printables ● YouTube – Songs like “When Will I Ever Use This Math?” or “Jobs That Use Math” ● PBS Kids – Games and videos showing math in everyday life ● National Council of Teachers of Mathematics (NCTM) – Kids’ Math Awareness Month activity ideas
<p>April Lesson 3: Earth Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.GeoHE.1 – <i>Identify examples of physical and human characteristics of a place such as landforms, climate, types of housing, and language.</i></p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand what Earth Day is and why we celebrate it. ● Identify ways people can help protect the planet. ● Learn about recycling, reusing, and reducing waste. ● Participate in Earth-friendly activities to promote environmental responsibility. <p>Suggested Formative Assessment(s):</p>	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “The Earth Book” by Todd Parr A bright and simple book that explains easy ways kids can help the Earth and why it matters. 2. “Michael Recycle” by Ellie Bethel A fun superhero story that teaches the importance of recycling and keeping the planet clean.

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	<p>6.1.2.GeoHE.2 – Describe how human activities affect the cultural and environmental characteristics of places or regions.</p> <p>6.3.2.CivicsPD.1 – Engage in discussions effectively by asking questions, considering facts, listening to others, and sharing opinions.</p> <p>6.3.2.GeoGI.1 – Investigate a global issue such as climate change, pollution, or endangered species and share possible solutions.</p>	<ul style="list-style-type: none"> ● Option A: Earth Day Pledge Craft Students complete a writing prompt: <i>“I can help the Earth by…”</i> and illustrate it. Glue to a paper Earth cut-out or mount on green/blue construction paper. ● Option B: Trash or Recycle? Sorting Game Use picture cards or real (clean) items and sort them into Trash or Recycle bins. ● Option C: Recycled Art Station Use scrap paper, bottle caps, egg cartons, etc. to create Earth-friendly art. ● Option D: Nature Walk & Clean-Up Walk around the school grounds and pick up litter (with gloves). Discuss what belongs in trash or recycling. ● Option E: “Earth Helpers” Role Play Act out scenes where students save electricity, clean up trash, reuse items, or turn off water. ● Exit Ticket: Draw or write one way they can help the Earth. ● Turn-and-Talk Prompt: <i>“Why is Earth Day important?”</i> or <i>“What will you do to help our planet?”</i> ● Student Work: Review Earth Day pledge writing or crafts for understanding of environmental responsibility. ● Observation: Note participation in discussions, sorting games, or cleanup efforts. 	<p>3. “I Can Save the Earth!” by Alison Inches A little monster named Max learns how his actions affect the Earth and discovers ways to be more eco-friendly.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Recyclable items (paper, plastic, cans) ● Construction paper, scissors, glue, crayons ● “Earth Day Pledge” printouts ● Earth coloring pages ● Trash/recycling sorting cards <p>Digital Resources:</p> <ul style="list-style-type: none"> ● BrainPOP Jr. – <i>“Reduce, Reuse, Recycle”</i> and <i>“Taking Care of the Earth”</i> videos ● YouTube – Read-alouds of <i>The Earth Book</i>, <i>Michael Recycle</i>, or kid-friendly Earth Day songs ● National Geographic Kids – Earth facts, photos, and videos about recycling and pollution ● PBS LearningMedia – Earth Day videos and interactive games ● Scholastic.com – Earth Day lesson ideas and printable activities
<p>April</p> <p>Lesson 4:</p> <p>Arbor Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.GeoHE.1 – Identify examples of physical and human characteristics of a place such as</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand the purpose of Arbor Day. ● Learn why trees are important to people and the environment. ● Identify ways they can help care for trees and nature. ● Participate in activities that promote 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “A Tree is Nice” by Janice May Udry A Caldecott-winning book that describes the many wonderful things about trees in simple, poetic language. 2. “The Lorax” by Dr. Seuss

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	<p>landforms, climate, types of housing, and language.</p> <p>6.1.2.GeoHE.2 – Describe how human activities affect the cultural and environmental characteristics of places or regions.</p> <p>6.3.2.GeoGI.1 – Investigate a global issue such as climate change, pollution, or deforestation and share possible solutions.</p> <p>6.3.2.CivicsPD.1 – Engage in discussions effectively by asking questions, considering facts, listening to others, and sharing opinions.</p>	<p>appreciation and stewardship of trees.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Arbor Day Promise Leaf Craft Students write or draw on a paper leaf: <i>“I will help trees by…”</i> Add leaves to a large classroom “Promise Tree” bulletin board. ● Option B: Tree Parts Poster Cut and paste activity labeling the trunk, roots, branches, and leaves. ● Option C: Nature Walk and Observation Journal Take a walk around school grounds to observe trees. Draw or write about one tree they saw (shape, size, leaves, color). ● Option D: Plant a Tree or Seed If possible, plant a tree or seed in the school garden. Students can decorate markers with their names to place by the plant. ● Option E: Tree Poetry or “Tree of Thanks” Write a simple acrostic poem using the word T-R-E-E or create a thank-you note to a tree. ● Exit Ticket: Draw or write one way trees help people or the Earth. ● Turn-and-Talk Prompt: <i>“What can we do to help trees?”</i> ● Student Work: Review drawings, leaf pledges, or posters for understanding of tree parts and importance. ● Observation: Look for active engagement during nature walks, group discussions, or crafts. 	<p>A rhyming tale that teaches children about environmental responsibility and the importance of speaking up for trees.</p> <p>3. “Our Tree Named Steve” by Alan Zweibel A heartfelt story about a family's special tree and how it becomes part of their lives and memories.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● Tree parts diagram or visual cards (roots, trunk, branches, leaves) ● Construction paper, scissors, glue, crayons ● Paper leaves or leaf templates ● Real leaves, twigs (optional for crafts or nature walk) ● Access to outdoor space for observation or planting (if possible) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● BrainPOP Jr. – <i>“Plants”</i> or <i>“Trees”</i> videos ● YouTube – Read-alouds of <i>The Lorax</i> and <i>A Tree is Nice</i> ● National Geographic Kids – Articles and facts about trees and forests ● Scholastic.com – Arbor Day craft ideas and printable worksheets ● TreePeople.org – Arbor Day lessons and interactive activities for young learners
<p>May</p> <p>Lesson 1:</p> <p>Asian and Pacific-</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"> ● Learn about Asian and Pacific Islander cultures and traditions. ● Recognize the contributions of individuals from the AAPI community. ● Develop appreciation and respect for cultural 	<p>Mentor Texts:</p> <p>1. “Eyes That Kiss in the Corners” by Joanna Ho A lyrical and empowering story about a</p>

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<p>Islander Heritage Month</p>	<p>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>6.1.2.HistoryCC.3 – Use historical sources to explain how the present is connected to the past.</p>	<p>diversity.</p> <ul style="list-style-type: none"> Participate in hands-on and creative activities that celebrate AAPI heritage. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: My Culture & Me Poster Students draw a picture of something special from their family or culture (food, music, clothing, celebration). Label with words or sentence starters like <i>“My family celebrates...”</i> Option B: AAPI Hero Mini-Book Introduce one notable AAPI figure (e.g., astronaut Kalpana Chawla, Olympic figure skater Kristi Yamaguchi, actor Dwayne "The Rock" Johnson, chef Roy Choi). Students draw a portrait and write one sentence about what the person did. Option C: Origami or Cultural Art Project Make a simple origami shape (like a butterfly or fan), or create an artwork inspired by Pacific tapa cloth patterns or Japanese cherry blossoms. Option D: Classroom Cultural Parade Students create paper flags or clothing from different Asian and Pacific Island countries and “parade” around the room with music. Option E: Traditional Story Exploration Read or listen to a folk tale from Japan, China, Hawaii, or the Philippines and compare it to a familiar tale (e.g., fables or fairy tales). Exit Ticket: <i>Draw or write one thing you learned about AAPI Heritage Month.</i> Turn-and-Talk Prompt: <i>“What is one way people show pride in their culture?”</i> Teacher Observation: Engagement during read-aloud, discussion, and activities. Student Work: Check drawings, posters, or crafts for cultural understanding and respectful 	<p>young Asian girl embracing her heritage and identity.</p> <ol style="list-style-type: none"> “Drawn Together” by Minh Lê A heartwarming story about a boy and his grandfather connecting through art despite a language barrier. “A Different Pond” by Bao Phi A gentle story about a Vietnamese father and son bonding during a fishing trip, highlighting family and resilience. “Saffron Ice Cream” by Rashin Kheiriyeh A colorful tale of a young Iranian girl adjusting to life in America and sharing her culture through ice cream. <p>Materials and Resources:</p> <ul style="list-style-type: none"> Chart paper, markers Globe or world map Construction paper, crayons, scissors, glue Art supplies (optional: origami paper, chopsticks, stamps) Traditional music or images from AAPI cultures Photos or visual aids of Asian and Pacific Island countries, food, clothing, and landmarks <p>Digital Resources:</p> <ul style="list-style-type: none"> PBS LearningMedia – <i>AAPI heritage month videos, cultural stories, and crafts</i> YouTube – Read-alouds of featured mentor texts and traditional music/dance National Geographic Kids – Images and facts about Asian and Pacific Island nations Scholastic.com – Printable AAPI Heritage
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		<p>representation.</p>	<p>Month resources</p> <ul style="list-style-type: none"> ● Smithsonian Asian Pacific American Center – Child-friendly resources on AAPI history and contributions
<p>May</p> <p>Lesson 2:</p> <p>Cinco de Mayo</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>6.1.2.GeoPP.1 – Use geographic models to identify patterns in the way people live and work in different regions.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand that Cinco de Mayo is a holiday that celebrates Mexican heritage and culture. ● Identify symbols, traditions, music, and foods associated with the holiday. ● Recognize the importance of celebrating and respecting diverse cultures. ● Participate in culturally inspired activities in a respectful and meaningful way. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Make a Mexican Flag Students color and assemble a simple Mexican flag using green, white, and red paper. ● Option B: Tissue Paper Flowers or Papel Picado Craft colorful decorations inspired by traditional Mexican paper art. ● Option C: Cinco de Mayo Vocabulary Match Match words like fiesta, music, flag, Mexico, family, and taco with pictures. ● Option D: Simple Spanish Word Practice Introduce 3–5 Spanish words (colors or numbers) and connect them to what students see in the celebration. ● Option E: “My Fiesta” Drawing and Writing Prompt Prompt: <i>“If I went to a Cinco de Mayo celebration, I would…”</i> Students draw and write about what they'd see, hear, eat, or do. ● Exit Ticket: Draw or write one thing they learned about Cinco de Mayo. ● Turn-and-Talk Prompt: <i>“What would you do at a Cinco de Mayo celebration?”</i> ● Student Work: Review flag crafts, writing, or 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Cinco de Mouse-O!” by Judy Cox A fun and colorful story about a curious mouse who explores a Cinco de Mayo celebration. Great for introducing the holiday through a child-friendly lens. 2. “Marco’s Cinco de Mayo” by Lisa Bullard A nonfiction book that follows Marco as he prepares for and enjoys his family's Cinco de Mayo celebration. It explains the holiday's background in simple terms. 3. “Celebrations in My World: Cinco de Mayo” by Mary Dodson Wade A clear and age-appropriate nonfiction overview of the history and traditions of Cinco de Mayo. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● World map or globe (to locate Mexico and the U.S.) ● Construction paper, scissors, glue, crayons ● Tissue paper for crafts (flowers or flags) ● Printable flag of Mexico or maracas templates ● Mexican music (e.g., mariachi) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● YouTube – Read-alouds of mentor texts,

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		<p>vocabulary match for cultural understanding.</p> <ul style="list-style-type: none"> ● Teacher Observation: Watch for respectful participation during discussions, crafts, or music/movement activities. 	<p>kid-friendly Cinco de Mayo videos</p> <ul style="list-style-type: none"> ● PBS LearningMedia – “Let’s Celebrate Cinco de Mayo” video for young learners ● National Geographic Kids – Mexico facts and cultural information ● Scholastic.com – Printable Cinco de Mayo resources and cultural craft ideas ● GoNoodle – Dancing or movement breaks using Latin-inspired music
<p>May</p> <p>Lesson 3:</p> <p>Memorial Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-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.HistoryCC.3 – Use historical sources to explain how the present is connected to the past.</p> <p>6.3.2.CivicsPD.1 – Engage in discussions effectively by asking questions, considering facts, listening to others, and sharing opinions.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand that Memorial Day is a national holiday to honor and remember those who served in the military and gave their lives for our country. ● Identify symbols and traditions associated with Memorial Day (e.g., flags, parades, moments of silence). ● Recognize ways people show respect and gratitude to veterans and military families. ● Participate in respectful, age-appropriate commemorative activities. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Red Poppy Craft Students make a red poppy (using paper or tissue) and attach it to a card that says, “Thank you for your service.” ● Option B: Flag Collage or Coloring Activity Color the American flag or create a flag collage using red, white, and blue paper scraps. ● Option C: Thank You Notes to Veterans Write or dictate simple thank-you messages to be delivered to local veterans or displayed in the classroom. ● Option D: Memorial Day Memory Wreath Students add drawings or messages about freedom, bravery, or peace to a class paper 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “The Poppy Lady: Moina Belle Michael and Her Tribute to Veterans” by Barbara Elizabeth Walsh Tells the true story of the woman who started the tradition of wearing red poppies to honor fallen soldiers. 2. “Hero Dad” by Melinda Hardin A simple, powerful story about a young boy who sees his military father as a superhero. 3. “Memorial Day” by Emma Carlson Berne (Rookie Read-About Holidays series) A nonfiction text that explains the meaning, traditions, and symbols of Memorial Day in simple terms for young readers. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● American flags (mini or paper templates) ● Red poppy templates or red tissue paper ● Construction paper, glue, crayons, scissors ● Photos of Memorial Day traditions (parades, flags, wreaths, cemeteries)

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		<p>wreath as a tribute.</p> <ul style="list-style-type: none"> ● Option E: Moment of Silence or Patriotic Poem Participate in a brief moment of silence followed by a group recitation of a simple poem or song about peace or freedom. ● Exit Ticket: Draw a flag or poppy and write (or dictate) one fact they learned about Memorial Day. ● Turn-and-Talk Prompt: <i>“What do people do on Memorial Day to remember others?”</i> ● Student Work: Review cards, drawings, or wreath contributions for understanding of Memorial Day’s purpose. ● Observation: Look for respectful engagement during read-aloud, craft, and discussion. 	<ul style="list-style-type: none"> ● Veteran or military family guest (optional) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – <i>“What is Memorial Day?”</i> (short video for kids) ● YouTube – Read-alouds of <i>The Poppy Lady</i> and <i>Hero Dad</i> ● Scholastic.com – Memorial Day facts and crafts ● National Geographic Kids – U.S. flag and patriotic traditions ● Music: “America the Beautiful” or instrumental patriotic songs for background
<p>May</p> <p>Lesson 4:</p> <p>Law Enforcement Appreciation Month</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.CivicsPI.2 – Investigate the importance of services provided by the local government (e.g., police, fire, libraries).</p> <p>6.1.2.CivicsCM.1 – Describe ways that people can work together to make decisions in the classroom and community.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others contribute to individual and community well-being.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Identify the role and responsibilities of law enforcement officers. ● Understand how police officers help keep the community safe. ● Recognize the importance of showing appreciation to community helpers. ● Participate in age-appropriate activities to show gratitude for law enforcement. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Thank-You Card Writing and Drawing Students make cards for local law enforcement officers using sentence starters like <i>“Thank you for…”</i> or <i>“You help us by…”</i> ● Option B: Badge Craft Students decorate a paper police badge and write a positive message like <i>“You’re our hero!”</i> or <i>“Thanks for protecting us!”</i> 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Police Officers on Patrol” by Kersten Hamilton A rhyming book that introduces the daily responsibilities of police officers in a positive and engaging way. 2. “A Day in the Life of a Police Officer” by Heather Adamson A nonfiction book that describes a typical workday for an officer, using real-world examples and photographs. 3. “Officer Buckle and Gloria” by Peggy Rathmann A humorous story about safety tips and teamwork, starring a police officer and his dog. Great for class discussions about safety and cooperation.

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	<p>6.1.2.HistorySE.1 – Use examples of stories and celebrations to describe how people influence history and community traditions.</p>	<ul style="list-style-type: none"> ● Option C: Role-Play or Dramatic Play Center Use toy props or costumes for students to act out how officers help (traffic safety, helping someone lost, etc.) ● Option D: Class Poster or Banner Work together to create a large thank-you poster to hang in school or deliver to a local police station. ● Option E: Guest Speaker (if available) Invite a local police officer to speak to the class and answer questions (be sure to prepare students in advance). ● Exit Ticket: Draw or write one way police officers help the community. ● Turn-and-Talk Prompt: <i>“What would you say to a police officer to thank them?”</i> ● Student Work: Review thank-you notes or badge crafts for understanding and expression of appreciation. ● Observation: Note student engagement in discussion, listening during read-aloud, and participation in group activities. 	<p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● Community helper picture cards or costumes ● Drawing paper, crayons, scissors, glue ● Printable thank-you card templates ● Small American flags or star stickers (optional for crafts) ● Photos of local law enforcement officers or a class guest speaker (if available) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● BrainPOP Jr. – <i>“Community Helpers: Police Officers”</i> ● YouTube – Read-alouds of mentor texts; short videos of officers helping in the community ● PBS LearningMedia – <i>“People in Your Neighborhood: The Police Officer”</i> ● Scholastic.com – Printables and lesson ideas about community workers ● GoNoodle – Movement or breathing activities related to gratitude or teamwork
<p>May Lesson 5: Mother's Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSLS-S):</p> <p>6.1.2.HistorySE.1 – Use examples of stories and celebrations to describe how people shape and influence history and community traditions.</p> <p>6.1.2.CivicsCM.1 – Describe ways that people can work together to</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand the significance of Mother's Day as a celebration of the people who care for and love us. ● Identify ways to show appreciation and kindness to family members and caregivers. ● Participate in creative and writing activities to express gratitude. ● Recognize that families come in different forms and all caregivers deserve appreciation. <p>Suggested Formative Assessment(s):</p>	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “My Mother is Mine” by Marion Dane Bauer A tender rhyming book that shows a variety of animal mothers caring for their young. Emphasizes love and nurturing. 2. “The Night Before Mother's Day” by Natasha Wing A fun and familiar “Night Before” series book where children and dad prepare a surprise for mom.

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	<p>make decisions in the classroom and community.</p> <p>6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others contribute to individual and community well-being.</p> <p>6.1.2.GeoHE.1 – Identify examples of physical and human characteristics of a place such as types of housing, language, and customs.</p>	<ul style="list-style-type: none"> ● Option A: Mother’s Day Card or Letter Students use sentence starters like <i>“Thank you for…”</i>, <i>“I love when you…”</i>, <i>“You are special because…”</i> and decorate with drawings and hearts. ● Option B: Handprint or Heart Craft Students trace their hands and write a message inside like <i>“I’d give you a hand for all you do!”</i> ● Option C: “I Love You Because…” Writing Prompt Students complete and illustrate the sentence: <i>“I love you because…”</i> on a decorative border or keepsake paper. ● Option D: Acrostic Poem Students write an acrostic using the word MOM or LOVE with support. ● Option E: “My Family Is Special” Drawing Inclusive activity where students draw their family or someone special, labeling who helps them and how. ● Exit Ticket: Draw or write one way your caregiver helps you. ● Turn-and-Talk Prompt: <i>“What are you thankful for today?”</i> or <i>“What will you do to make someone feel special?”</i> ● Student Work: Review card messages or writing prompts to assess understanding of gratitude and caregiver roles. ● Observation: Monitor student participation in discussions and effort in creative expression. 	<p>3. “Mama, Do You Love Me?” by Barbara M. Joesse A beautiful story set in Alaska that explores unconditional love between a mother and child across different moods and situations.</p> <p>4. “What Mommies Do Best” by Laura Numeroff A simple book showing everyday ways mothers show love—great for young readers and inclusive class discussions.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers ● Writing paper or printed card templates ● Construction paper, scissors, glue, crayons ● Craft supplies (stickers, stamps, ribbon, etc.) ● Printed prompts or sentence starters ● Photographs or drawings of diverse family types <p>Digital Resources:</p> <ul style="list-style-type: none"> ● YouTube – Read-alouds of featured mentor texts ● PBS LearningMedia – Social-emotional learning videos related to gratitude, family, and kindness ● Scholastic.com – Printable card templates and Mother’s Day craft ideas ● GoNoodle – Movement or mindfulness breaks tied to thankfulness and appreciation ● Storyline Online – Video story readings by actors and public figures (check for “Mama
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			Do You Love Me")
<p>May</p> <p>Lesson 6:</p> <p>Teacher and Staff Appreciation</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsCM.1 – Describe ways that people can work together to make decisions in the classroom and community.</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 stories and celebrations to describe how people shape and influence history and community traditions.</p> <p>6.1.2.GeoHE.1 – Identify examples of human characteristics of a place such as types of jobs and services people do.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Recognize the roles of teachers and school staff in their learning and daily life. Understand the importance of showing appreciation and kindness. Create a product (card, poster, poem) to express gratitude to a staff member. Collaborate as a classroom community to honor helpers in their school. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Option A: Thank-You Cards Students create cards for a teacher or staff member using sentence starters: <i>"Thank you for helping me..."</i> <i>"I like when you..."</i> <i>"You are special because..."</i> Option B: Class Book or Poster Each student contributes a page to a class book: <i>"Our School Heroes"</i> or helps create a large poster of appreciation for a chosen staff member or the whole school. Option C: Writing Prompt Page <i>"My teacher/staff member is a hero because..."</i> Students write a short sentence and draw a matching picture. Option D: Acts of Kindness Chart Brainstorm simple ways to show appreciation (help clean up, use kind words, follow directions) and track classroom acts of kindness for the week. Option E: Video or Audio Message (with teacher support) Record students saying thank-you messages to be shared with the staff or during morning announcements. Exit Ticket: Draw or write one thing a teacher or staff member does to help. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> "Thank You, Mr. Falker" by Patricia Polacco A true story about a teacher who helped a struggling reader gain confidence and learn to read. Perfect for showing how teachers change lives. "Miss Bindergarten Celebrates the Last Day of Kindergarten" by Joseph Slate A fun and festive look at the end of the school year and how teachers support their students all year long. "The Teacher from the Black Lagoon" by Mike Thaler A humorous book that helps students reflect on their own teacher's kindness and support in contrast to silly exaggerations. "Because of You, Teacher" by Bambi Edlund A heartfelt picture book full of positive affirmations from students to teachers. <p>Materials and Resources:</p> <ul style="list-style-type: none"> Chart paper and markers Construction paper, crayons, glue, scissors Pre-printed card or writing templates Photos of school staff (optional) Envelope or poster boards for group thank-you displays <p>Digital Resources:</p> <ul style="list-style-type: none"> YouTube – Read-alouds of mentor texts GoNoodle – Songs and activities promoting

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		<ul style="list-style-type: none"> ● Turn-and-Talk Prompt: <i>"Who are you thankful for at school?"</i> ● Observation: Watch for engagement and respectful language during discussions and activities. ● Student Work: Review thank-you cards or writing pages to assess understanding of the staff's role and gratitude expression. 	<p>gratitude and teamwork</p> <ul style="list-style-type: none"> ● PBS LearningMedia – SEL and school community videos ● Storyline Online – Free video readings of children's books ● Scholastic.com – Printable resources for appreciation cards or writing prompts
<p>May</p> <p>Lesson 7:</p> <p>Better Hearing and Speech Month</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.CivicsPI.1 – Describe roles and responsibilities of community and school helpers.</p> <p>6.1.2.HistorySE.1 – Use stories and celebrations to describe how people influence traditions and community awareness.</p> <p>6.3.2.CivicsPD.1 – Engage in respectful discussions by listening to others and sharing ideas.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand what Better Hearing and Speech Month is and why it is important. ● Learn that people communicate in different ways, including speaking, sign language, and using communication devices. ● Show respect and empathy for people with hearing or speech differences. ● Participate in a classroom activity to explore various forms of communication. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: ASL Name Signing Show students how to spell their names using American Sign Language letters. Students draw and color their names with ASL hand signs. ● Option B: "My Voice" Writing Prompt Prompt: <i>"I use my voice to..."</i> Students write and draw about how they use their voice or other ways they share ideas. ● Option C: Communication Matching Game Match pictures of people using different communication styles (e.g., speaking, signing, using a picture board) with their function. ● Option D: Thank You Cards for Helpers Make thank-you notes for speech therapists, school nurses, or special education teachers. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. "I Talk Like a River" by Jordan Scott A poetic story about a boy who stutters and how he learns to embrace his unique voice. Helps students build empathy and self-awareness. 2. "My Voice Is a Superpower" by Alicia Ortego A positive, empowering book about using your voice to express feelings, ask for help, and show kindness. 3. "Moses Goes to a Concert" by Isaac Millman A story about a deaf boy who attends a concert with his classmates. It introduces sign language and celebrates different ways to enjoy the world. 4. "We're Amazing, 1, 2, 3!" by Leslie Kimmelman Featuring Elmo and Julia (a Muppet with autism), this book highlights communication differences and celebrates friendship and understanding. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, markers

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		<ul style="list-style-type: none"> ● Option E: Listen and Reflect Activity Wear earplugs/headphones for 1 minute to simulate reduced hearing, then discuss: <i>“How did it feel?” “What helped you understand better?”</i> ● Exit Ticket: Draw or write one new way to communicate that you learned. ● Turn-and-Talk Prompt: <i>“How can you help someone who uses a different way to talk or listen?”</i> ● Teacher Observation: Look for empathy and participation during discussion and activities. ● Student Work: Review ASL name projects or writing prompts for understanding and inclusion. 	<ul style="list-style-type: none"> ● Drawing paper, crayons, scissors, glue ● Picture cards showing various ways of communicating (talking, signing, gestures, technology) ● Alphabet in American Sign Language (ASL) poster ● Name cards with ASL finger spelling ● Optional: headphones or hearing protection devices for empathy activity <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – Videos on communication and inclusiveness ● YouTube – Read-alouds of featured mentor texts ● SigningTime.com – Introductory ASL videos for kids ● GoNoodle – SEL-themed movement and mindfulness songs ● National Institute on Deafness and Other Communication Disorders (NIDCD) – Facts and posters for classrooms
<p>June</p> <p>Lesson 1:</p> <p>Flag Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJSL-S):</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that people from diverse cultures work together to solve problems peacefully.</p> <p>6.1.2.CivicsPI.3 – Explain how national symbols reflect the values and principles of the</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand what Flag Day is and why it is celebrated on June 14. ● Identify the parts and symbols of the American flag (stars, stripes, colors). ● Recognize the flag as a symbol of our country. ● Participate in activities to honor and respect the flag. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: American Flag Craft Students create a paper American flag using colored strips, stars, and a blue rectangle. 	<p>Mentor Texts (with Short Descriptions):</p> <ol style="list-style-type: none"> 1. “F is for Flag” by Wendy Cheyette Lewison A simple, engaging nonfiction book that explains what the American flag stands for and how it’s used in everyday life. 2. “Red, White, and Blue: The Story of the American Flag” by John Herman A basic historical account of how the American flag came to be and how it has changed over time. 3. “Our Flag” by Carl Memling (Little Golden Book)

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	<p>United States.</p> <p>6.1.2.HistorySE.1 – Use examples of stories and celebrations to describe how people shape and influence history and community traditions.</p> <p>6.1.2.GeoHE.2 – Describe how human activities affect the characteristics of places or regions.</p>	<ul style="list-style-type: none"> ● Option B: Flag Facts Booklet Students complete a mini-book with pages titled: <i>“What the stars mean,” “What the stripes mean,” “Where I see the flag,”</i> and <i>“Why the flag is special.”</i> ● Option C: Flag Day Writing Prompt Prompt: <i>“I see the flag when I…”</i> or <i>“The American flag is special because…”</i> ● Option D: Pledge of Allegiance Practice Read and discuss the Pledge of Allegiance. Practice saying it and talk about what it means in simple terms. ● Option E: Flag Sort Game Match pictures of flags (U.S., state, other countries) to identify which ones are the American flag. ● Exit Ticket: Draw or write one thing they learned about the flag. ● Turn-and-Talk Prompt: <i>“Why do we celebrate Flag Day?”</i> ● Student Work: Review flag crafts, booklets, or writing for understanding of the flag's meaning. ● Teacher Observation: Monitor student participation during discussion, sorting activity, and hands-on projects. 	<p>An easy-to-follow introduction to the U.S. flag, its parts, and its role in American history and everyday life.</p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Red, white, and blue construction paper ● Star stickers or cutouts ● Scissors, glue, crayons ● Printable U.S. flag template ● Mini American flags (optional) ● Flag picture cards showing different national and state flags <p>Digital Resources:</p> <ul style="list-style-type: none"> ● PBS LearningMedia – <i>“Let’s Learn About the U.S. Flag”</i> videos for young students ● YouTube – Read-alouds of mentor texts ● National Archives for Kids – Flag history resources and fun facts ● BrainPOP Jr. – <i>“American Symbols”</i> (includes flag) ● Scholastic.com – Patriotic craft ideas and printable flag worksheets
<p>June</p> <p>Lesson 2:</p> <p>Father's Day</p>	<p>New Jersey 1st Grade Social Studies Standard (2020 NJLSL-S):</p> <p>6.1.2.CivicsCM.1 – Describe ways that people can work together to make decisions in the classroom and community.</p> <p>6.1.2.CivicsCM.3 – Explain how</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Understand the purpose of Father’s Day and recognize how it is celebrated. ● Identify and appreciate the role of fathers and father figures in families. ● Express gratitude through drawing, writing, and craft activities. ● Respect that families come in many forms and that “Father’s Day” can honor anyone who plays a caring role in a child’s life. 	<p>Mentor Texts:</p> <ol style="list-style-type: none"> 1. “Because I’m Your Dad” by Ahmet Zappa A sweet, funny story about the loving and playful relationship between a dad and child. Highlights the everyday joys of fatherhood. 2. “The Night Before Father’s Day” by Natasha Wing A light-hearted rhyming story about a

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	<p>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 celebrations to describe how people shape and influence community traditions.</p> <p>6.1.2.GeoHE.1 – Identify examples of human characteristics of a place such as types of housing, language, and customs.</p>	<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Father's Day Card Students make a card with drawings and sentence starters like: <i>"I love you because..."</i> <i>"You help me by..."</i> <i>"You're the best because..."</i> ● Option B: "All About My Dad" Booklet Students complete fill-in-the-blank pages (e.g., <i>"My dad's favorite food is..."</i>; <i>"He makes me laugh when..."</i>) and illustrate each page. ● Option C: Craft Project (Toolbox, Medal, or Tie Craft) Make a "#1 Dad" medal, paper tie, or mini toolbox with paper tools labeled with sweet messages. ● Option D: Acrostic Poem – "DAD" or "FATHER" Support students in writing simple acrostics with help, e.g.: D – Does fun things with me A – Always makes me laugh D – Dances with me! ● Option E: Family Story Share Students draw and label a time they did something special with their dad or someone special. ● Exit Ticket: Draw or write one way your father figure helps you. ● Turn-and-Talk Prompt: <i>"What do you love doing with your dad or special grown-up?"</i> ● Student Work: Review cards, drawings, or poems to ensure understanding of the caregiver's role. ● Observation: Watch for participation and respectful, inclusive language during discussion and activities. 	<p>family preparing a special surprise for Dad the night before Father's Day.</p> <ol style="list-style-type: none"> 3. "My Dad" by Anthony Browne A humorous and touching celebration of all the ways a child sees their dad as a hero. 4. "What Dads Can't Do" by Douglas Wood A silly and sweet book that shows the lovable limitations of dads and how much they care. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Construction paper, glue, scissors, crayons ● Printed writing/drawing templates (e.g., "I love my dad because...") ● Craft materials: popsicle sticks, string, stickers, googly eyes, etc. ● Envelopes (optional for cards) ● Photographs of diverse families (optional for discussion) <p>Digital Resources:</p> <ul style="list-style-type: none"> ● YouTube – Read-alouds of featured mentor texts ● PBS LearningMedia – SEL videos on love, family, and appreciation ● Storyline Online – Video read-alouds ● GoNoodle – Movement songs tied to love, gratitude, and connection ● National Today – Information about the origins of Father's Day (teacher reference)
June	New Jersey 1st Grade Social	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> ● Learn that Pride Month is a celebration of people 	<p>Mentor Texts:</p>

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<p>Lesson 3:</p> <p>Pride Month</p>	<p>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.HistorySE.1 – Use examples of regional celebrations to describe how people shape and influence community traditions.</p> <p>6.1.2.GeoHE.1 – Identify examples of human characteristics of a place such as types of housing, language, and customs.</p> <p>6.3.2.CivicsPD.1 – Engage in discussions about fairness, kindness, and respect while listening to others and sharing ideas.</p>	<p>being themselves and being proud of who they are.</p> <ul style="list-style-type: none"> ● Recognize that families and communities are made up of many different kinds of people. ● Understand that kindness, respect, and acceptance help everyone feel safe and valued. ● Create a project that celebrates kindness and inclusivity. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Option A: Kindness Rainbow Craft Each child chooses a color strip and writes one way to be kind or inclusive (e.g., "Include everyone," "Say something nice," "Be a good friend"). Put the strips together to create a class kindness rainbow. ● Option B: "All Families Are Special" Drawing Students draw a picture of their family or a family they know. Add labels or a sentence like: <i>"My family is special because..."</i> ● Option C: "Proud of Me" Writing Prompt Prompt: <i>"I'm proud of myself because..."</i> with space for illustration. Encourage students to celebrate their strengths and uniqueness. ● Option D: Inclusion Hearts Students decorate a heart with drawings or words that represent kindness, love, and acceptance. Hearts can be displayed as a classroom unity banner. ● Option E: Rainbow Flag Exploration (simple) Introduce the rainbow as a symbol of diversity and love. Show the colors of the rainbow and discuss how each stands for something good (e.g., red = life, orange = healing, etc.). Create a simple rainbow flag craft or coloring page. ● Exit Ticket: One way I can show kindness to someone different from me is... ● Student Work: Review drawings and writing for 	<ol style="list-style-type: none"> 1. "Love Makes a Family" by Sophie Beer A joyful, colorful book that shows many types of families and reminds students that love is what matters most. 2. "It's OK to Be Different" by Todd Parr A simple, bold picture book that encourages children to accept and celebrate their unique qualities. 3. "Pride: The Story of Harvey Milk and the Rainbow Flag" by Rob Sanders <i>(optional based on age/development)</i> A child-friendly introduction to the rainbow flag and the importance of fairness, acceptance, and the Pride movement. 4. "Rainbow: A First Book of Pride" by Michael Genhart A gentle, affirming story that explains the colors of the rainbow flag and celebrates LGBTQ+ families and love. <p>Materials and Resources:</p> <ul style="list-style-type: none"> ● Chart paper, crayons, markers ● Construction paper in rainbow colors ● Heart or rainbow templates ● Glue, scissors, stickers ● Pictures or drawings of diverse families and communities ● Kindness word cards or sentence starters ● Optional: rainbow flag image for classroom display or reference <p>Digital Resources:</p> <ul style="list-style-type: none"> ● YouTube – Read-alouds of selected mentor texts ● PBS LearningMedia – Videos and SEL activities about kindness and inclusion
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		<p>understanding of diversity and kindness.</p> <ul style="list-style-type: none">● Turn-and-Talk Prompt: <i>"How can you help someone feel included?"</i>● Observation: Look for respectful language and inclusive participation during discussions and activities.	<ul style="list-style-type: none">● GoNoodle – Songs and mindfulness practices that promote kindness and respect● Welcoming Schools (by HRC) – Educator guides and picture book lists about family diversity and inclusion● Storyline Online – Video readings of books that encourage empathy
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)