



Totowa Public Schools

Social Studies

Grade 1

Aligned to NJSL Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Civics, Government, and Human Rights	9 Weeks	Lessons in this unit satisfy DEI, Climate Change, Holocaust and Amistad mandates
Unit 2: Geography, People and the Environment	9 Weeks	Lessons in this unit satisfy DEI, Climate Change, AAPI, and, Amistad mandates
Unit 3: Economics, Innovation and Technology	9 Weeks	Lessons in this unit satisfy DEI mandate
Unit 4: History, Culture, and Perspectives	9 Weeks	Lessons in this unit satisfy DEI, Climate Change, Holocaust, and AAPI mandate
		Curricular Mandate List

Title	Civics, Government, and Human Rights
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>Rules for all to live by are a result of the actions of government, organizations, and individuals. Our country was founded on the rule of law and our values reflect that. Understanding our past helps us know our present. Students continue to learn more about civic values and virtues, our government, and the responsibilities of being a good person and citizen.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why do we have rules? • What do leaders do? • How can people treat each other with fairness and respect? • What does it mean to be a good citizen? • What are national symbols and traditions that are important in America? • Why are national symbols & traditions important? • What is diversity? • How do traditions and national symbols bring a diverse society together? • How can we promote tolerance, fairness and respect for others? • Why do we celebrate national holidays?
Enduring Understandings	<ul style="list-style-type: none"> • Rules for all to live by are a result of the actions of government, organizations, and individuals. Our country was founded on the rule of law and our values reflect that. Understanding our past helps us know our present.
Learning Outcomes	<ul style="list-style-type: none"> • Define rules and responsibility. • Explain the responsibilities of citizens. • Explain why rules are needed at school. • Provide examples of community rules and why we have them/need them. • Define a leader and explain what their role is in our society. • Find out who are the local leaders of Totowa and other government leaders, like the President of the United States, and New Jersey Governor. • Recite the Pledge of Allegiance.

- Identify American symbols such as the Eagle, the Flag, the Capitol, etc.
- Identify the national anthem as a symbol of our country.
- Explain how national symbols reflect American values and principles.
- Explain how the symbols and monuments represent American beliefs and values and are part of the American identity.
- Describe what makes the United States diverse.
- Discuss how our nation became so diverse.
- Understand characteristics of a culture (e.g., music, dance, traditions, holidays)
- Identify roles within a family.
- Describe the diversity of American families.
- Identify and explain Holidays such as Memorial Day, Veterans Day, Labor Day, Juneteenth, Flag Day, Independence Day.
- Explain the purpose of the U.S. Constitution.
- The importance of treating everyone fairly and equally.
- Define activism.
- Career Exploration – Students will explore careers within our community.
- [Why Do We Need Rules?, First Grade Reading Passage](#)
- [**Treating Others Fairly Bingo \(Diversity, Equity & Inclusion/Holocaust Law\)**](#)
- [**Arthur on Racism: Talk, Listen and Act Video \(Diversity, Equity & Inclusion/Holocaust Law\)**](#)
- [**What is activism? \(Climate Change\)**](#)
- [**Amistad Lesson Plan \(Amistad Law\)**](#)
- [**We Are All Wonders \(DEI\)**](#)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses

<p>Alternative and Benchmark</p>	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments, Project Based Learning</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
<p>Resources to Promote Learning</p>	
<p>Resources & Equipment Needed</p>	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.</p> <p>Why Do We Need Rules?, First Grade Reading Passage</p> <p>Treating Others Fairly Bingo (Diversity, Equity & Inclusion/Holocaust Law)</p> <p>Arthur on Racism: Talk, Listen and Act Video (Diversity, Equity & Inclusion/Holocaust Law)</p> <p>What is activism? (Climate Change)</p> <p>Social Studies Unit: Citizenship</p> <p>Amistad Lesson Plan (Amistad Law)</p> <p>Approved Class Resource List</p> <p>Social Studies Primary Source List</p>
<p>Content & Interdisciplinary Standards</p>	
<p>NJ 2020 SLS: Social Studies</p>	
<p>Core Ideas</p>	<p>Performance Expectation</p>
<p>Local community and government leaders have roles and responsibilities to provide services for their community members.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
<p>Rules for all to live by are a result of the actions of government, organizations, and individuals.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

<p>The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
<p>Certain character traits can help individuals become productive members of their community.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
<p>Certain character traits can help individuals become productive members of their community.</p>	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
<p>Understanding the past helps to make sense of the present.</p>	<ul style="list-style-type: none"> • 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
<p>The nature of history involves stories of the past preserved in a variety of sources.</p>	<ul style="list-style-type: none"> • 6.1.2.HistorySE.1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
<p>Social Studies Practices</p>	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<ul style="list-style-type: none"> • Developing Questions and Planning Inquiry 	
<ul style="list-style-type: none"> • Gathering and Evaluating Sources 	

- Seeking Diverse Perspectives

- Developing Claims and Using Evidence

- Presenting Arguments and Explanations

- Engaging in Civil Discourse and Critiquing Conclusions

- Taking Informed Action

NJ: 2016 SLS: English Language Arts

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Health/Physical Education	<ul style="list-style-type: none"> • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Title	Geography, People and the Environment
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In this unit, students begin to explore and understand maps. Students will understand that everyone is part of a larger neighborhood and community with various roles. Within the larger community, there are natural resources available. Students will compare lifestyles to people who live in different climates.</i>

Unit Goals

Essential Questions	<ul style="list-style-type: none"> • How can I interpret the different features and symbols on a map? • What are the different purposes for maps? • Which physical and human characteristics make a location a good place to live? • What are resources and why is it important to conserve them?
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	<ul style="list-style-type: none"> • How do seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region? • How can I use data to compare things?
Enduring Understandings	<ul style="list-style-type: none"> • A map is a symbolic representation of selected characteristics of a place. • Physical and human characteristics affect where people live (settle). • Environmental characteristics influence how and where people live. • Global interconnections occur between human and physical systems across different regions of the world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify parts of an address. • Understand the difference between a map and a globe. • Locate NJ on a United States map. • Understand how to read a map legend. • Identify landforms and bodies of water on a map. • Use cardinal directions to find locations on a map. • Locate continents and oceans on a world map. • Locate and label NJ, the United States, continents and oceans on a map. • Understand different purposes for maps. • Using maps, identify different physical characteristics of places that make them good locations for people to live. • Explain how Totowa and Passaic County are good places to live in regard to landforms, climate, weather and resource availability. • Explain how the places people live affect their clothing, shelter, and transportation. • Identify resources and describe ways to conserve them. • Identify some examples of how people live in different climates and regions (e.g. Hawaii, the Mid-West, desert, rain forest, plains, etc.). • Collect data on the weather from different climates and regions. • Use the data to compare the weather in different regions and climates. • Examine people in different climate and parts of the world.

- The importance of saving our environment.
- [America Responds | Classroom Resources: A Nation of Many Cultures | PBS LearningMedia](#) (DEI)
- [Kids Go Green: Reducing Food Waste | PBS LearningMedia](#) (Climate Change)
- [How Alaska Natives Live \(Diversity, Equity & Inclusion\)](#)
- [A Different Pond \(AAPI\)](#)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments, Project Based Learning</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.</p> <p>America Responds Classroom Resources: A Nation of Many Cultures PBS LearningMedia (DEI)</p> <p>Kids Go Green: Reducing Food Waste PBS LearningMedia (Climate Change)</p> <p>How Alaska Natives Live (Diversity, Equity & Inclusion)</p> <p>Approved Class Resource List</p> <p>Social Studies Primary Source List</p>
Content & Interdisciplinary Standards	

NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
Physical and human characteristics affect where people live (settle).	6.1.2.GeoPP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
Environmental characteristics influence the how and where people live.	6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
Global interconnections occur between human and physical systems across different regions of the world.	6.3.2.GeoGI.2 Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
Social Studies Practices	
The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).	
<ul style="list-style-type: none"> • Developing Questions and Planning Inquiry 	
<ul style="list-style-type: none"> • Gathering and Evaluating Sources 	
<ul style="list-style-type: none"> • Seeking Diverse Perspectives 	

- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

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- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

2020 SLS: Computer Science & Design Thinking

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- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
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2020 SLS: Career Readiness, Life Literacies, and Key Skills

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- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Science	<ul style="list-style-type: none"> • K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
Health/Physical Education	<ul style="list-style-type: none"> • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Title	Economics, Innovations, and Technology
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>The goal of this unit is to provide students with a basic understanding of the economy within the community they live in. As students explore the goods and services which local and state governments produce, they'll also learn about volunteers in their community such as firefighters and EMS. Additionally, students</i>

	<i>will begin to learn the fundamentals of the economy in terms of money/currency, saving, and spending.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What does it mean to volunteer? Why does our community need them? • What are examples of the goods and services our government provides? • What are some of the different jobs within our school community and greater Totowa community? • What are some skills we need to have these jobs? • What is money? • What is the difference between a need and a want? • Why is it important to save money? When should we spend our money?
Enduring Understandings	<ul style="list-style-type: none"> • Individuals in our society make choices as to how to spend their money. Making smart choices is important to our financial future. Our government plays an important role in keeping our community safe.
Learning Outcomes	<ul style="list-style-type: none"> • Define taxes, and explain why our government collects them. • Give examples of jobs and services that the government provides. • Explain how taxes help pay for those services. • Explain how and why citizens come together during a crisis. • Discuss how volunteers help in a crisis. • Explain the importance of rights and responsibilities. • Identify the values of different coins and a dollar bill. • Explain the differences between goods and services. • Describe choices that buyers make. • Compare and contrast wants and needs. • Explain how people earn money. • Explain why people in one country trade goods and services with people in other countries. • <u>Waste Not, Want Not (Climate Change)</u> • <u>Everyone's a Helper Learning for Justice (Diversity, Equity & Inclusion)</u> • <u>Coins and the US Mint Article-A-Day (Diversity, Equity & Inclusion)</u>

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments, Project Based Learning</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.</p> <p>Waste Not, Want Not (Climate Change)</p> <p>Everyone's a Helper Learning for Justice (Diversity, Equity & Inclusion)</p> <p>What's for Sale? Learning for Justice</p> <p>Coins and the US Mint Article-A-Day (Diversity, Equity & Inclusion)</p> <p>Approved Class Resource List</p> <p>Social Studies Primary Source List</p>
Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
Local community and government leaders have roles and responsibilities to provide services for their community members.	6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

Individuals make decisions based on their needs, wants, and the availability of resources.	6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
Goods and services are produced and exchanged in multiple ways.	6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
Governments play an economic role in the lives of individuals and communities.	6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

Social Studies Practices

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- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
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- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

2020 SLS: Computer Science & Design Thinking

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2020 SLS: Career Readiness, Life Literacies, and Key Skills

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- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.1.2.FP.1 Explain how emotions influence whether a person spends or saves.
- 9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Mathematics	<ul style="list-style-type: none"> • 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: • 1.NBT.2a 10 can be thought of as a grouping of ten ones—called a “ten.”
Health/Physical Education	<ul style="list-style-type: none"> • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Title	History, Culture, and Perspective
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In this unit, students explore what history and culture is. Students will learn about their local history and timelines. Using pictures and timelines, historians are able to learn about our past.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do people and events teach us about the past?

Enduring Understandings	Understanding and knowing our past helps us with understanding our present.
Learning Outcomes	<ul style="list-style-type: none"> • Create a timeline. • Examine pictures of Totowa from the past. • Compare schools in the past and present. • Compare communities in the past and present. • Discuss how transportation has evolved over the last century. • Discuss how jobs have changed over the last century. • Examine how our lives have changed. • Examine holidays, traditions, and rituals of different cultures. • <u>Kwanzaa (Diversity, Equity & Inclusion)</u> • <u>Lisa's Lunar New Year (AAPI)</u> • <u>Chinese New Year (AAPI)</u> • <u>Storytime with Brad Meltzer - I am Anne Frank Read with Holocaust Survivor Saul Dreier (Holocaust Law)</u> • <u>List of Read Alouds to support Amistad (Amistad Law)</u> • <u>Who is Martin Luther King (Amistad)</u> • <u>Martin's Big Words (Amistad)</u>
Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments, Project Based Learning</p> <p><u>Formative, Summative, Alternative and Benchmark Assessments</u></p>

Resources to Promote Learning

Resources & Equipment Needed

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.

[Thanksgiving Day, Kindergarten Reading Passage](#)

[**Kwanzaa \(Diversity, Equity & Inclusion\)**](#)

[**Lisa's Lunar New Year \(AAPI\)**](#)

[Chinese New Year \(AAPI\)](#)

[**Storytime with Brad Meltzer - I am Anne Frank | Read with Holocaust Survivor**](#)

[**Saul Dreier \(Holocaust Law\)**](#)

[**List of Read Alouds to support Amistad \(Amistad Law\)**](#)

[Approved Class Resource List](#)

[Social Studies Primary Source List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies

Core Ideas

Performance Expectation

Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

- 6.1.2.HistorySE.3 Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

Historical timelines put events in chronological order to help people understand the past.

- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

Understanding the past helps to make sense of the present.

- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

- Developing Questions and Planning Inquiry

- Gathering and Evaluating Sources

- Seeking Diverse Perspectives

- Developing Claims and Using Evidence

- Presenting Arguments and Explanations

- Engaging in Civil Discourse and Critiquing Conclusions

- Taking Informed Action

NJ: 2016 SLS: English Language Arts

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Health/Physical Education

- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

Time/General	Processing	Comprehension
<ul style="list-style-type: none">• Allow extra time• Repeat and clarify directions• Provide breaks in between tasks• Have student verbalize directions• Provide timelines/due dates for reports and projects	<ul style="list-style-type: none">• Provide extra response time• Have student verbalize steps• Repeat directions• Provide small group instruction• Include partner work	<ul style="list-style-type: none">• Provide reading material on student's level• Have student underline important points• Assist student on how to use context clues to identify words/phrases• Ensure short manageable tasks
Tests/Quizzes/Grading	Behavior/Attention	Organization
<ul style="list-style-type: none">• Provide extended time• Provide study guides• Limit number of responses	<ul style="list-style-type: none">• Establish classroom rules• Write a contract with the student specifying expected behaviors• Provide preferential seating• Re-focus student as needed• Reinforce student for staying on task	<ul style="list-style-type: none">• Monitor the student and provide reinforcement of directions• Verify the accurateness of homework assignments• Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum

- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.

- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.