

Grade 1

## **Unit 5: Living Things and Their Young**

New Jersey Student Learning Standards

Established 2016-2017  
Revised 2018-2019  
Revised 2019-2020  
Revised 2020-2021  
**Revised 2022-2023**

Trimester		Unit Title	Recommended Instructional Days
2 / 3		Unit 5 Living Things and Their Young	36 - 40 days
<b>NJSLS - Science: Title</b>	<b>NJSLS - Science: Performance Expectations</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-S within Unit</b>	
From Molecules to Organisms: Structure and Processes  Heredity: Inheritance and Variation of Traits	<b>1-LS1-2</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.  <b>1-LS3-1</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.		
<b>FOUNDATION Disciplinary: Core Idea</b>	<b>FOUNDATION Disciplinary: Statement</b>		
<ul style="list-style-type: none"> <li>LS1.B: Growth and Development of Organisms</li> <li>LS3.A: Inheritance of Traits</li> <li>LS3.B: Variation of Traits</li> </ul>	<ul style="list-style-type: none"> <li>Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)</li> <li>Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)</li> <li>Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)</li> </ul>	<b>Essential Question/s:</b> <ul style="list-style-type: none"> <li>How Do Wild Animals and Animals That Live With People Differ In How They Care For Their Young?</li> <li>How Do Plants Look Like Their Parents?</li> <li>How Do Animals Look Like Their Parents?</li> <li>How Do Animals Take Care of Their Young?</li> </ul> <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Explore lifecycles of plants and animals</li> <li>Hands On: Observe Brine Shrimp</li> <li>Compare How Animals Learn</li> <li>Performance Task</li> <li>Unit Project</li> <li>"You Solve It": Watch Us Grow</li> <li>Leveled Readers</li> </ul>	
<b>FOUNDATION Science and Engineering Practices: Core Idea</b>	<b>FOUNDATION Science and Engineering Practices: Statement</b>	<b>Interdisciplinary Connections: NJSLS Connections to Math:</b> <b>1.NBT.B.3</b> Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ . (1-LS1-2)	
<ul style="list-style-type: none"> <li>Growth and Development of Organisms</li> <li>Inheritance of Traits</li> </ul>	<ul style="list-style-type: none"> <li>Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves</li> </ul>		

	<p>engage in behaviors that help the offspring to survive. (1-LS1-2)</p> <ul style="list-style-type: none"> <li>Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)</li> </ul>	<p><b>1.NBT.C.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)</p> <p><b>1.NBT.C.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1-LS1-2)</p> <p><b>1.NBT.C.6</b> Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1-LS1-2)</p> <p><b>Connections to ELA</b>  <b>RL.1.1</b> Ask and answer questions about key details in a text. (1-LS1-2)  <b>RL.1.2</b> Identify the main topic and retell key details of a text. (1-LS1-2)  <b>RL.1.10</b> With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. (1-LS1-2)  <b>W.1.7</b> 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). (1-LS1-1)</p>
<b>FOUNDATION</b> <b>Crosscutting Concepts:</b> <i>Core Idea</i>	<b>FOUNDATION</b> <b>Crosscutting Concepts:</b> <i>Statement</i>	
<ul style="list-style-type: none"> <li>Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2)</li> </ul>	
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Social Awareness</li> <li>Responsible Decision Making</li> <li>Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>Recognize one’s feelings and thoughts.</li> <li>Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>Recognize and identify the thoughts, feelings, and perspectives of others.</li> <li>Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>Utilize positive communication and social skills to interact effectively with others</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Unit Pretest</li> <li>Lesson Check</li> <li>Unit Review</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>District Assessments</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Lesson Quizzes</li> </ul>

			• Unit Test
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>• Workbook</li> <li>• Leveled Readers</li> <li>• Hands-on Activities</li> <li>• Interactive Worktext</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake</li> <li>• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• HMH Co. Interactive Site</li> <li>• You Solve It Simulations</li> </ul> <b>Other:</b> <b>Career Education:</b> Botanist, Zookeeper, Veterinarian <b>Spot Light On Scientist:</b> Tanisha Williams, Alexander Grousis Henderson			
<b>Differentiated Student Access to Content: Recommended Strategies &amp; Techniques</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>

<ul style="list-style-type: none"> <li>• Large group instruction</li> <li>• Small group instruction</li> <li>• Think Pair Share</li> <li>• Cooperative group work</li> <li>• Multimedia presentations</li> <li>• K-W-L</li> <li>• Manipulatives</li> <li>• Leveled Readers</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake..</li> <li>• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.</li> <li>• Students at Risk of School Failure: Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</li> </ul>
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NJSLS CAREER READINESS,	<b>Disciplinary Concept: Career Awareness &amp; Planning, Creativity &amp; Innovation, Critical Thinking &amp; Problem Solving, Technology Literacy</b>	
	<b>Core Ideas:</b>	<ul style="list-style-type: none"> <li>• Different types of jobs require different knowledge and skills.</li> <li>• Brainstorming can create new, innovative ideas.</li> <li>• Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</li> <li>• Collaboration can simplify the work an individual has to do and sometimes produce a better product.</li> </ul>
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>• 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job</li> <li>• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</li> </ul>

LIFE LITERACIES & KEY SKILLS		<p>(e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <ul style="list-style-type: none"> <li>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</li> <li>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).</li> <li>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> <li>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</li> </ul>
	Career Readiness, Life Literacies & Key Skill Practices	
	<ul style="list-style-type: none"> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>Work productively in teams while using cultural/global competence.</li> </ul>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>