

Grade 1

Unit 6: Objects and Patterns in the Sky

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
3		Unit 6 Objects and Patterns in the Sky	28 - 30 days
NJSLS - Science: Title	NJSLS - Science: Performance Expectations	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-S within Unit	
Earth's Place in the Universe	<ul style="list-style-type: none"> 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year. 		
FOUNDATION Disciplinary: Core Idea	FOUNDATION Disciplinary: Statement		
<ul style="list-style-type: none"> ESS1.A: The Universe and its Stars ESS1.B: Earth and the Solar System 	<ul style="list-style-type: none"> Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2) 	Essential Question/s: <ul style="list-style-type: none"> How Do Objects in the Sky Seem to Change? What Are Patterns of Daylight? Activity Description: <ul style="list-style-type: none"> Identify and describe objects in the sky, and observe and describe predictable patterns of the sun, moon, and stars. Make observations at different times of year to relate the amount of daylight to the time of year. Activities: <ul style="list-style-type: none"> Hands-On Activities You Solve It: Eyes on the Sky! Leveled Readers Unit Project: Explore the Moon's Phases Create a collage of their favorite season Research Project: Write and illustrate 2 facts about a season - Performance Task-Explore Short And Long Days Climate Change - NASA GOV 	
FOUNDATION Science and Engineering Practices: Core Idea	FOUNDATION Science and Engineering Practices: Statement		
<ul style="list-style-type: none"> Planning and Carrying out Investigations 	<ul style="list-style-type: none"> Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2) 		
FOUNDATION Crosscutting Concepts:	FOUNDATION Crosscutting Concepts:		

Core Idea	Statement	Interdisciplinary Connections: [NJSL-S]
<ul style="list-style-type: none"> Patterns Connections to Nature of Science: Scientific Knowledge Assumes an Order and Consistency in Natural Systems 	<ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1), (1-ESS1-2) Science assumes natural events happen today as they happened in the past. (1-ESS1-1) Many events are repeated. (1-ESS1-1) 	<p>Connections to Math MP.5 Use appropriate tools strategically. (1-PS4-4) 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4) 1.MD.A.2 Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)</p> <p>Connections to ELA 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). (1-ESS1-1), (1-ESS1-2) W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-ESS1-1), (1-ESS1-2)</p>
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<ul style="list-style-type: none"> Self-Awareness Self-Management Social Awareness Responsible Decision Making Relationship Skills 	<ul style="list-style-type: none"> Recognize one’s feelings and thoughts. Recognize the skills needed to establish and achieve personal and educational goals. Recognize and identify the thoughts, feelings, and perspectives of others. Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Unit Pretest Lesson Check Unit Review 		<p>Benchmarks:</p> <ul style="list-style-type: none"> District Assessments <p>Summative Assessments:</p> <ul style="list-style-type: none"> Lesson Quizzes Unit Test

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • Workbook • Leveled Readers • Hands-on Activities • Interactive Worktext 	<ul style="list-style-type: none"> • 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 • 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. • 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. 	<ul style="list-style-type: none"> • Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric. 	<ul style="list-style-type: none"> • 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.
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • HMH Co. Interactive Site • You Solve It Simulations <p>Other:</p> <p>Career Education: Astronomer, Circadian Biologist</p> <p>Spot Light On Scientist: Harvey Washington Banks, Neil deGrasse Tyson, Dr. Mae Jemison</p>			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> • Large group instruction • Small group instruction • Think Pair Share • Cooperative group work • Multimedia presentations • K-W-L • Manipulatives • Leveled Readers 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric. 	<ul style="list-style-type: none"> • 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.
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Career Awareness & Planning, Creativity & Innovation, Critical Thinking & Problem Solving, Technology Literacy</p>	
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> • Different types of jobs require different knowledge and skills. • Brainstorming can create new, innovative ideas. • Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. • Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<p>Performance Expectation/s:</p>	<ul style="list-style-type: none"> • 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job • 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.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). • 9.4.2.CT.2: Identify possible approaches and resources to execute a

		<p>plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <ul style="list-style-type: none"> 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 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).
	Career Readiness, Life Literacies & Key Skill Practices	
	<ul style="list-style-type: none"> Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 	

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>	x	Standards in Action: <i>Climate Change</i>