

Trimester	Unit 1	Recommended Instructional Days
1	How Do I Live In A Community?	20 Teaching Periods
<p>NJSLS - United States History: America in the World 6.1 Disciplinary Strand: 6.1 U.S.History: American in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p> <p>Disciplinary Concept:The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>
<p>Core Ideas:</p> <ul style="list-style-type: none"> Local community and government leaders have roles and responsibilities to provide services for its community members. Rules for all to live by are a result of the actions of government, organizations, and individuals The actions of individuals and government affect 	<p>Performance Expectation:</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). 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 6.1.2.CivicsPI.3: Explain how individuals work with 	

<p>decisions made for the common good.</p> <ul style="list-style-type: none">• When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.• Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.• Processes and rules should be fair, consistent, and respectful of the human rights of all people• Certain character traits can help individuals become productive members of their community	<p>different levels of government to make rules</p> <ul style="list-style-type: none">• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. •• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.• 6.1.2.CivicsPI.6: Explain what government is and its function• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.• 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions	
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	<ul style="list-style-type: none">● 6.1.2.CivicsPR.1: Determine what makes a good rule or law.● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how	
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	<p>certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand:</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Disciplinary Concept: Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.</p>		
<p>Core Ideas:</p> <ul style="list-style-type: none"> When all members of the group are given the opportunity to participate 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> 6.3.2.CivicsPD.1: With adult guidance and support, 	<p>Essential Question/s:</p> <ul style="list-style-type: none"> What is a community? How can I be a good member of my community? Why do we need rules? What is a leader?

<p>in the decision making process, everyone’s voice is heard</p>	<p>bring awareness of a local issue to school and/or community members and make recommendations for change.</p>	<ul style="list-style-type: none"> ● What makes someone a good leader? ● What is justice or fairness? ● What is the common good? ● How can we change the world around us? <p>Activities:</p> <ul style="list-style-type: none"> ● Small and large group discussions ● Brainstorm fair rules to create a “class constitution.” Discuss with students why the rules are fair or unfair. Teacher’s can extend activity to other situations such as the lunchroom, hallway, or playground to further the discussion. ● Research about leaders and/or community helpers ● Read and color pages in Bayonne Activity Book ● view Brainpop Jr. on related topics ● Explain how rules and laws can protect people ● Distinguish between good and bad laws ● Follow classroom rules ● Engage in conflict resolution ● Identify leaders ● Identify characteristics of good leaders ● Analyze images of government in action ● Draw a picture of government in action ● Distinguish between good and bad leaders ● Identify different community helpers ● Use community helper to engage in role play ● Write Thank you cards to community helpers ● Make a mosaic of community helpers ● Students will write a first person narrative describing how they can help/have helped their community. ● “Conversation Circles” where students can develop speaking and listening skills related to relevant texts, videos, photographs, documents related to unit. Discuss themes of
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	

<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 	<p>fairness, diversity, equality, respect, tolerance and acceptance.</p> <ul style="list-style-type: none"> ● Explore historic symbols, monuments, and holidays connected to American identity. Students will create artwork or presentations about the symbols, monuments, and/or holidays discussed. ● Create “community member” characters with students (ex: mayor, town council, first responder, teacher, public works employees, other citizens). In complete sentences, students will describe the character’s role and responsibilities in the community. ● Know how to make changes in their community ● Make changes in their classroom and/or school community ● Determine how “fairness,” “equality,” and the “common good” have influenced change ● Bayonne Then and Now ● listen and read stories about community workers ● video: Communities We Belong To <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Learn about the characteristics of packs and leaders in the animal world (SCI) ● Read about people who are helping their community and/or the environment (SCI) ● Write Thank You Cards (ELA) ● Make a mosaic of community helpers (ART) ● Look at images of government in action; Draw a picture of government in action (ART) <p>Connections to ELA-NJSLS-Reading:</p> <ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when
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		<p>writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none">● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone● NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words● NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.● NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. <p>Connections to ELA-NJSLS-Writing:</p>
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		<ul style="list-style-type: none">● NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.● NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content● NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences● NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience● NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.● NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.● NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.● NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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		<ul style="list-style-type: none"> ● NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● presentations on community ● class “mural” of our diverse classroom community ● graphic organizers ● develop classroom rules and consequences ● name the important people in the school: principal, secretary, school nurse, custodian, etc. ● identify and explain the duties of the mayor, postal workers, firefighters, garbage collectors, superintendent, Board of Education, religious leaders, and police officers. ● activities/assessments in read alouds 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Vocabulary Quiz ● Read Aloud worksheets ● Classroom Constitution <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Writing exercise–choice: why it’s important to be a good member of my community OR How I can be a good member of my community 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>

<ul style="list-style-type: none">● Read aloud books; Picture books● Community Helper puppets● Then & Now Cards● Desk Maps● Amistad Curriculum● Holocaust & Genocide Education Curriculum● Read Alouds <u>David Goes to School: First Grade David Goes to School.docx</u>● <u>Do Unto Otters: First Grade Do Unto Otters.docx</u>● <u>Howard B. Wigglebottom Learns About Bullies: First Grade Howard B. Wigglebottom Learns About Bullies.docx</u>	<ul style="list-style-type: none">● Skill building activity● NewsELA● Videos● Leveled Assessments● Choice Boards	<ul style="list-style-type: none">● Bilingual dictionary● Modified assessments and/or rubric● Wieser Educational History Shorts● Videos in their native language● Shorts● NewsELA● Read Alouds:	<ul style="list-style-type: none">● Leveled readings● Novels; periodicals● Leveled Assessments● Enrichment activities & projects● Choice Boards● Inquiry projects
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- Howard B. Wigglebottom Learns to Listen: First Grade Howard B. Wigglebottom Learns to Listen.docx
- I Did it, I'm Sorry: First Grade I Did It, I'm Sorry.docx
- Pigsty: First Grade Pigsty.docx
- Ruthie and the (Not So) Teeny, Tiny Lie: First Grade Ruthie and the (Not So) Teeny Tiny Lie.docx
- Stick and Stone: First Grade Stick and Stone.docx
- NewsELA

Supplemental Resources

Technology:

- Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, SeeSaw, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Raz Plus

Other:

- Novels, periodicals, maps, artifacts

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● 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"> ● Skill building activities ● Leveled Assessments ● Choice Boards ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects

	<ul style="list-style-type: none"> ● Break assignments into segments of shorter tasks ● Oral rather than written answers 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 	<p><i>Core Ideas:</i></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are</p>
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		critical for students to develop to live and work in an interconnected global economy.
	<i>Performance Expectation/s:</i>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee ● 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>	X	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>
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