

Grade One

Course: Social Studies		Grade: First Grade	Time Frame: 6 Weeks (September- October)
Unit of Study: I. School Community			
STAGE 1: Desired Results			
21st Century Skills			
<i>Learning and Innovation Skills:</i> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration			
<i>Information, Media and Technology Skills:</i> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy			
<i>Life and Career Skills:</i> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility			
NJSLS	Indicator		
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.		
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.		
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.		
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g. bike helmet, recycling)		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.		

6.3.4.D.1	.Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
NJSLS - Technology	
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide
NJSLS - 21st Century Life and Career	
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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2	Explain the importance of respecting digital content of others.
MEANING	
<p>Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. <i>Our school is a community.</i> 2. <i>Good classmates display the following characteristics: courage, kindness, responsibility, and respect.</i> 3. <i>People in our school help us learn and help us feel part of our school community.</i> 4. <i>Rules are necessary to maintain order, resolve conflicts, and ensure that everyone is treated fairly.</i> 	<p>Essential Questions <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. <i>What is a school community?</i> 2. <i>What is a student's role in school?</i> 3. <i>How do the people in our school help us learn and feel a part of our community?</i> 4. <i>Why do we have rules? Do we need rules?</i>
ACQUISITION	

Knowledge

Students will know...

1. Each individual classroom within a school is its own community.
2. Citizenship is a lifelong endeavor that begins with becoming a contributing member of the school community.
3. Authority figures are responsible for helping us learn and feel part of our community (i.e. parents, teachers, school staff, principal)
4. Rules keep us safe and help us learn.

Skills

Students will be able to...

1. Identify communities within a school.
2. Describe examples of responsible citizenship within the school setting. (i.e. appropriate behavior, following classroom routines, perform classroom jobs)
3. Explain authority figures rules within the school.
4. Identifying rules and why they keep us safe.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative/Summative/Alternative

Formative

- *Students will share responses through turn and talk.*
- *Teacher observation*

Summative

- *Students will describe and draw one classroom routine.*
- *Students will draw and label an authority figure within school and describe their role.*

Alternative

- *Students will dictate a classroom routine and authority figure within the school to a teacher.*
- *Students use task cards to act out solutions to problems that could occur in the classroom.*

Benchmark

- *MAP/STAR360*
- *Reading Inventories*

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Establishing classroom rules as a group.
2. Interview school employees to determine what their role in the school community is.
3. Use appropriate literature to enforce the concepts of classroom rules, routines, and procedures.
4. Role play scenarios
5. Utilize morning meetings to reinforce and practice classroom rules and routines.
6. Post daily instructional schedule and explain what will be happening each day to establish routine and expectations.
7. Create a classroom good citizenship program.

Integrated Accommodations and Modifications

ELL

- Write rules in native language and in English
- Picture schedule on the desk
- Use a bilingual picture dictionary
- Label places and environments in native and English language
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Dictate rules, routines, and procedures
- Work with a partner role play routines
- Picture schedule on the desk
- Warnings given when next activity will begin
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Role play scenarios	Presentation	Small group to role play scenarios

- Small group to role play scenarios
- Written rules with picture cues
- Picture schedule on the desk and on the classroom wall

- Utilize timer or another device to give warning of schedule change
- Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Simplify and repeat instructions
- Individual schedule on the desk
- Small group to role play
- Assist at morning meetings
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures Organize the characteristics of various places in the environment
Written Products: Write interview questions	Problem Solving Strategies
Spoken Products: Interview school personnel	Values
Constructed Products:	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors Assist in leading morning meetings	

<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/
https://gifted.uconn.edu/wpcontent/uploads/sites/961/.../Curriculum_Compacting.pdf
https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987_Differentia

...

- Create a poster of rules

		<ul style="list-style-type: none"> ● Identify school members to interview about their role in the school ● Write questions to interview school personnel and present to the class ● Assist in leading morning meetings ● Tiered Vocabulary - concrete to abstract examples 	
<p>Interdisciplinary Connections Language Arts</p> <ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.7. Use the illustrations and details in a text to describe its key ideas. ● W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <p>Character Education ●</p> <ul style="list-style-type: none"> ● Courage ● Responsibility ● Kindness ● Respect 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Use a graphic organizer to brainstorm problems that may occur in the classroom and discuss solutions and possible classroom rules to help solve those problems. ● Create classroom rules to be posted in the room. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● Act out a classroom routine showing responsibility ● Participate in group discussions regarding class rules and procedures ● Identify the characteristics of a leader 	<p>Resources</p> <p>Classroom Schedule Rules and Routines Charts Picture Books</p> <ul style="list-style-type: none"> ● What if Everybody Did That? ● No David! ● Back to School Rules

Content Specific Vocabulary

Community, School, Citizenship, Authority, Rule, Routine, Courage, Kindness, Responsibility, Respect

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS. <http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html>

Reading an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	Community, School, Citizenship, Authority, Rule, Routine, Courage, Kindness, Responsibility, Respect
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: First Grade

Time Frame: 6 weeks (October -November)

Unit of Study: II. Families Around the World

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving **Communication and Collaboration**

Information, Media and Technology Skills: **Information Literacy** **Media Literacy** ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability **Leadership and Responsibility**

NJSL	Indicator
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.1	Describe characteristics of oneself, one’s family, and others.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
NJSLS - Technology	
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
9.4.2.DC.4	Compare information that should be kept private to information that might be made public

9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments
NJSLS - 21st Century Life and Career	
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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)
MEANING	

<p>Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. <i>Who are the members of your family and what are some family traditions?</i> 2. <i>How does where people live affect their shelter, food, clothes, occupations, and traditions? (around the world)</i> 3. <i>How are the communities we belong to similar and different? (around the world)</i> 	<p>Essential Questions <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. <i>Understand family roles and traditions.</i> 2. <i>Where people live affects their types of food, clothing, shelter, occupations, and traditions. (around the world)</i> 3. <i>Understand how communities are similar and different (around the world)</i>
<p>ACQUISITION</p>	
<p>Knowledge <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. <i>The members of their family and traditions.</i> 2. <i>People live in different places, eat different foods, wear different clothes, and have different traditions than themselves.</i> 3. <i>Communities around the world have similarities and differences.</i> 	<p>Skills <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. <i>Describe the members of their family and explain family traditions.</i> 2. <i>Identify elements that make up culture, such as food, clothing, housing, language, art and music.</i> 3. <i>Compare daily life of families around the world.</i>
<p>STAGE 2: Assessment Evidence</p>	
<p>Assessment and Performance Tasks: <i>Students will show they have achieved Stage 1 Goals by...</i></p>	
<p><i>Formative</i></p> <ul style="list-style-type: none"> ● <i>Students will share responses through turn and talk.</i> 	<p><i>Alternative</i></p> <ul style="list-style-type: none"> ● <i>Students will illustrate their family member and at least one tradition. Student will</i>
<ul style="list-style-type: none"> ● <i>Teacher observation</i> ● <i>Student share responses to essential questions.</i> <p><i>Summative</i></p> <ul style="list-style-type: none"> ● <i>Students will illustrate and label their family members, roles, and at least one tradition.</i> ● <i>Compare and contrast their community with another community from around the world.</i> 	<p><i>dictate labels to teacher.</i></p> <ul style="list-style-type: none"> ● <i>Students bring in pictures of traditions and describe the tradition to the class.</i> <p><i>Benchmark</i></p> <ul style="list-style-type: none"> ● <i>MAP/STAR360</i> ● <i>Reading Inventories</i>

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Create a Family Tree of their own family.
2. Choose a community that is different than their own, create a poster describing; clothing, homes, traditions, food.
3. Celebrate international foods by having a party.

Integrated Accommodations and Modifications
ELL

- Create a family tree in native language and in English
- Pictures of family members
- Use a bilingual picture dictionary
- Create a poster about native community
- Describe typical food in your home

- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Fill in pictures for a family tree
- Work with a partner to create a poster to describe one aspect of a community
- Collect pictures of different communities
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Family tree discussion	Presentation	Small group to role play scenarios

- Small group to discuss family tree
- Create a family tree using pictures/words/or labels
- Work with a partner to create a poster to describe one aspect of a

community

- Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Materials available to create a family tree with pictures, labels and diagrams
- With a partner choose a community and pick an area to make a poster to describe clothing, home, food or traditions
- Small group to role play
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures Organize the characteristics of various places in the environment
Written Products: Graphic organizer	Problem Solving Strategies
Spoken Products:	Values
Constructed Products: Create an invitation to the international foods party and include a menu	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors Assist in leading morning meetings	

<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/
https://gifted.uconn.edu/wpcontent/uploads/sites/961/.../Curriculum_Compacting.pdf
https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987_Differentiated...

- | | |
|--|---|
| | <ul style="list-style-type: none">● Create a graphic organizer comparing families around the world● Read about different cultures and how families interact● Create an invitation to the international foods party and include a menu ● Tiered Vocabulary - concrete to abstract examples |
|--|---|

<p>Interdisciplinary Connections Language Arts</p> <ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.7. Use the illustrations and details in a text to describe its key ideas. ● W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Use Chromebooks to look for information on their chosen community. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● Understand the meaning of differences and it's connection tolerance. ● Identify and share your responsible role in your family. ● Participate in group discussions regarding family dynamics and how we are alike and different. ● Identify the characteristics you bring to your family unit. 	<p>Resources</p> <p>Family Pictures Maps Picture Books</p> <ul style="list-style-type: none"> ● My Family Tree and Me ● Me and My Family Tree ● Families in Many Cultures ● School Days Around the World ● Children Around the World Online Resources
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<p>Science</p> <ul style="list-style-type: none"> ● Understand how climate affects how communities develop and live. 			
<p>Content Specific Vocabulary</p> <p>Community, family, tradition, shelter, occupations</p>			

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www./pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS. <http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html> Reading an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	Family, community, traditions, shelter, occupations
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies
Unit of Study: III. Our Nation

Grade: First Grade

Time Frame: 6 weeks (November-December)

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation **Critical Thinking and Problem Solving** **Communication and Collaboration**
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills **Productivity and Accountability** **Leadership and Responsibility**

NJSLS	Indicator
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

NJSLS - Technology	
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
9.4.2.DC.4	Compare information that should be kept private to information that might be made public

NJSLS - 21st Century Life and Career	
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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

MEANING

Enduring Understandings

Students will understand that...

1. *Understand the importance of being a good citizen and the purpose of voting.*
2. *Understand some of the symbols that represent the United States and what they stand for.*
3. *Explain the origins of national holidays.*
4. *Identify people, past and present, who are associated with our national holidays.*

Essential Questions

Students will keep considering...

1. *What are the characteristics of a good citizen?*
2. *How do citizens in a democracy participate in community and political life?*
3. *What is the significance of American symbols?*
4. *What are the reasons people celebrate holidays?*

ACQUISITION

Knowledge*Students will know...*

1. *What it means to be a good citizen.*
2. *Learn what voting means and its importance.*
3. *Know some of the national symbols and their significance to the country.*
4. *The meaning, history, and significance of holidays.*

Skills*Students will be able to...*

1. *Recognize the characteristics of a good citizen.*
2. *Understand how citizens in a democracy participate in community and political life.*
3. *Explain the history and significance of American symbols.*
4. *Name at least two holidays and give reasons for their celebrations.*

STAGE 2: Assessment Evidence**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...**Formative/Summative/Alternative**Formative*

- *Students will share responses through turn and talk.*
- *Teacher observation*
- *Student share responses to essential questions.*

Summative

- *Students will create a poster on one national symbol.*
- *Students will take a matching quiz on holidays.*

Alternative

- *Students will participate in a class vote.*
- *Students will read a book online about national symbols and take a comprehension quiz. Benchmark*
- *MAP/STAR360*
- *Reading Inventories*

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Students will participate in a classroom election / vote.
2. Students will take virtual tours, via internet, of our national symbols.
3. Students will choose (by vote) one national holiday and plan how it should be celebrated within the class. Focus should be on the origin and meaning of holiday.

Integrated Accommodations and Modifications

ELL

- Vote in native language
- Share with the class how elections happen in native country
- Use a bilingual picture dictionary
- Describe a national holiday and how it is celebrated
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Work in a small group to discover the origin and meaning of a specific holiday
- Pictures and words on the ballot to vote
- Use videos and interactive programs to research origin and meaning
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Research origin of national holiday using videos and interactive program	Organizational	Small group to research information with the computer

- Give preview of the ballot with clear, specific instructions

- Work in a small group to discover the origin and meaning of a specific holiday
- Pictures and words on the ballot to vote
- Use videos and interactive programs to research origin and meaning
- Work with a partner to create a poster to describe how a national holiday should be celebrated
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Clear, specific instructions on how to vote
- Use pictures as choices
- With a partner research origin of a specific holiday
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening): Present the pros and cons of celebrating each holiday	Cognitive Structures
Written Products: Create a slide presentation to illustrate national holidays citing sources	Problem Solving Strategies
Spoken Products:	Values
Constructed Products: Create a slide presentation to illustrate national holidays citing sources	Appreciations

Artistic Performances:	Self-Actualization
Leadership Behaviors	

	<p>http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/ https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/ https://gifted.uconn.edu/wpcontent/uploads/sites/961/.../Curriculum_Compacting.pdf https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987 Differenti a...</p> <ul style="list-style-type: none">● Create a graphic organizer comparing the different national holidays and how each would be celebrated● Present the pros and cons of celebrating each holiday● Create a slide presentation to illustrate national holidays citing sources● Tiered Vocabulary - concrete to abstract examples
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<p>Interdisciplinary Connections Language Arts</p> <ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.7. Use the illustrations and details in a text to describe its key ideas. ● W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● SL.1.1. Participate in collaborative conversations 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Use technology to visit national symbols through virtual tours. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● Understand the meaning of differences and it's connection tolerance. ● Participate in group discussions regarding different holidays that you celebrate. ● Learn how history plays a role in what we do today. 	<p>Resources</p> <p>Family Pictures Maps Picture Books</p> <ul style="list-style-type: none"> ● The Scrambled United States of America ● Blue Sky White Stars ● Duck for President <p>Websites</p>
<p>with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups..</p> <p>Math</p> <ul style="list-style-type: none"> ● Using a calendar to recognize holidays. 			

**Content Specific Vocabulary Election,
symbol, ballot**

ELL

Tiered Vocabulary

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<http://www./pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign

reading partners, use think-pair-share TPS. <http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html> Reading

an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	Election, symbol, ballot
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: First Grade

Time Frame: 6 weeks (January- February)

Unit of Study: IV. Americans Then and Now

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL	Indicator
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
NJSL - Technology	

9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
9.4.2.DC.4	Compare information that should be kept private to information that might be made public
9.4.2.DC.1	Explain differences between ownership and sharing of information
9.4.2.DC.2	Explain the importance of respecting digital content of others.
NJSLS - 21st Century Life and Career	
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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

MEANING

<p>Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. <i>History remembers out past.</i> 2. <i>History shapes our future.</i> 3. <i>American lives have changed over time.</i> 4. <i>A timeline puts events in sequential order.</i> 5. <i>Resolutions can end a conflict.</i> 6. <i>There are many important people that have shaped American history.</i> 	<p>Il Questions <i>will keep considering...</i> <i>What is history?</i> <i>Why is history important?</i></p> <p><i>Students</i> <i>How have Americans changed over time?</i></p> <ol style="list-style-type: none"> 1. <i>What is a timeline?</i> 2. 3. <i>What is a conflict and resolution?</i> 4. 5. <i>Who are some important people in American history?</i> 6.
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ACQUISITION

Knowledge

Students will know...

1. The difference between past and present.
2. How history impacts our lives.
3. Who Dr. Martin Luther King Jr. is and his role in American history.
4. Several how several American leaders impacted our lives today.
5. What a timeline is.
6. The connection between a conflict and resolution.

Skills

Students will be able to...

1. Describe examples of how things have developed over time.
2. Explain events or people from the past that have impacted today's society.
3. Discuss Dr. Martin Luther King Jr.'s role in our history.
4. List several past leaders and their importance in our history.
5. Create a timeline.
6. Identify how a conflict and resolution are related.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative x *Students will share responses through
turn and talk. x Teacher observation x
Student share responses to essential questions.*

Summative

- *Vocabulary quiz, matching.*
- *Create a timeline using illustrations and words.*

Alternative x *Create a timeline using
illustrations.*

x *Match problem and solution cards.*

Benchmark

- *MAP/STAR360*
- *Reading Inventories*

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts) 1.

- Close reading to texts, stories and videos to make connections.
- 2. Shared writing using a chart to compare and contrast stories, texts, places, people
- 3. Turn and talk; table talk discussion and oral choral response to check for understanding during lesson.
- 4. Name a famous historical figure and record what he/she is famous for. Provide students with circles cut from yellow construction paper. Invite them to design “gold” coins that honor a famous historical figure. On the back write why he/she is being honored.
- 5. Create a poster to address bullying. This can be done with a buddy class. Students will make a “Super Hero Bullying Poster”. Discuss and plan the problem, name the superhero bully, and create a poster illustrating how the super hero solves the problem.

Integrated Accommodations and Modifications ELL

- Numerous illustrations that help clarify the test
- Use story plots that are action-based
- Use a bilingual picture dictionary
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Numerous illustrations that help clarify the test
- Point to the corresponding pictures as you read the text
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Work with a partner to create a poster	Presentation	Partner with student or buddy

- Give preview new material

- Partner read or small group
- Vary the method of lesson presentation using multi-sensory techniques
- Use videos and interactive programs to research bullying
- Work with a partner to create a poster to describe “Super Hero”
- Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Clear, specific instructions on how to compare and contrast
- Use pictures to explain or clarify text
- Text at students level
- With a partner create a “Superhero” poster
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures
Written Products: Explain how the world would be different if this person wasn't born	Problem Solving Strategies Develop or improve a product or idea that would improve our lives.
Spoken Products:	Values
Constructed Products: Create a timeline of the person's life	Appreciations
Artistic Performances:	Self-Actualization

Leadership Behaviors	
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<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/

<https://gifted.uconn.edu/wp->

[content/uploads/sites/961/.../Curriculum_Compacting.pdf](#)
https://www.eiseverywhere.com/.../62fdb5cbc010f6031e632707a9fe987_Differenti
[a...](#)

- Use multiple sources to research on historical person
- Create a timeline of that person and their accomplishments
- Design and build a symbol to represent the historical person and explain why you choose the symbol
- Explain how the world would be different if this person wasn't born
- Develop or improve a product or idea that would improve our lives ● Tiered Vocabulary - concrete to abstract examples

<p>Interdisciplinary Connections Language Arts</p> <ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.7. Use the illustrations and details in a text to describe its key ideas. ● W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● SL.1.1. Participate in collaborative conversations 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Online readers about famous Americans. ● Create a timeline. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● Participate in a class discussion about how life has changed from past to present. ● Compare and contrast school past and present and discuss what has changed overtime. 	<p>Resources Picture Books</p> <ul style="list-style-type: none"> ● Same, Same, But Different ● The Boy Who Changed The World ● The First President Websites: ● www.teacherspayteachers.com
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<p>with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ● 1.MD C. Represent and interpret data. 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. 			
<p>Content Specific Vocabulary Past, present, history, timeline, geography</p>			

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www./pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS. <http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html>

Reading an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	Past, present, history, timeline, geography
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies		Grade: First Grade		Time Frame: 6 weeks (March - April)	
Unit of Study: V. Geography and Map Skills					
STAGE 1: Desired Results					
21st Century Skills					
<i>Learning and Innovation Skills:</i> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration					
<i>Information, Media and Technology Skills:</i> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy					
<i>Life and Career Skills:</i> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility					
NJSLs		Indicator			
6.1.4.B.1		Compare and contrast information that can be found on different types of maps and determine how the information may be useful			
6.1.4.B.2		Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.			
6.1.4.B.3		Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. Places are jointly characterized by their physical and human properties.			
6.1.4.B.4		Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.			

6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.

NJSLS - Technology	
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
9.4.2.DC.4	Compare information that should be kept private to information that might be made public
9.4.2.DC.1	Explain differences between ownership and sharing of information
9.4.2.DC.2	Explain the importance of respecting digital content of others.
NJSLS - 21st Century Life and Career	
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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

MEANING

Enduring Understandings

Students will understand that...

1. *They live in a town, state, and country.*
2. *Maps help us find places.*
3. *A globe is a model of Earth. Maps and globes help us find places.*
4. *Both globes and maps show Earth and use colors to show land and water; the map is different because it's flat and a globe is round like Earth.*
5. *Earth has many kinds of land (e.g. valley, plain, hill, and mountain).*
6. *Earth has many kinds of water (e.g. stream, lake, river, and ocean).*
7. *People impact the environment.*
8. *They can travel the world in many ways.*

Essential Questions

Students will keep considering...

1. *Where do you live?*
2. *What is a map?*
3. *What is a globe?*
4. *How are maps and globes alike and/or different?*
5. *What are some different kinds of land on Earth?*
6. *What kinds of water are near you?*
7. *How can you help protect the environment?*
8. *How can you explore your world?*

ACQUISITION

Knowledge

Students will know...

1. *Where they live in the world.*
2. *How to use different kinds of maps.*
3. *How to use a globe.*
4. *Names of landforms and types of water.*
5. *Protecting our Earth is important.*
6. *Different ways to travel the world.*

Skills

Students will be able to...

1. *Describe where they live in the world.*
2. *Use a map.*
3. *Recognize that a globe is a model of the Earth.*
4. *Identify different landforms and bodies of water.*
5. *Develop ideas how to protect our environment.*
6. *Discuss ways to explore the world.*

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p><i>Formative</i></p> <ul style="list-style-type: none"> • <i>Students will share responses through turn and talk.</i> • <i>Teacher observation</i> • <i>Student share responses to essential questions.</i> <p><i>Summative</i></p> <ul style="list-style-type: none"> • <i>Vocabulary quiz, matching.</i> • <i>Utilize maps in relation to community surroundings</i> 	<p><i>Alternative</i></p> <ul style="list-style-type: none"> • <i>Create a map of their bedroom and label.</i> • <i>Match landform pictures to landform labels.</i> <p><i>Benchmark</i></p> <ul style="list-style-type: none"> • <i>MAP/STAR360</i> • <i>Reading Inventories</i>
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

<p>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</p> <ol style="list-style-type: none"> 1. Create a globe using paper Mache. 2. Create a structure of two or more different landforms. 3. Locate and research unique landforms from around the world. 4. Find and bring in photographs of landforms in the community and create a class book. 	<p>Integrated Accommodations and Modifications</p> <p>ELL</p> <ul style="list-style-type: none"> • Numerous illustrations that help clarify the text • Use story plots that are action-based • Use a bilingual picture dictionary • Tiered Vocabulary- Concepts in primary language <p>Special Education (See IEP for specific modifications to content)</p> <ul style="list-style-type: none"> • Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained. • Create an Anchor chart of key vocabulary while reading a story and use pictures or illustrate to clarify meaning. • Numerous illustrations that help clarify the text
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- Point to the corresponding pictures as you read the text
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Work with a partner to create a globe	Presentation	Partner with student

- Give preview new material
- Partner read or small group
- Vary the method of lesson presentation using multi-sensory techniques
- Use videos and interactive programs to research bullying
- Work with a partner to create a poster to describe “SuperHero”
- Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Clear, specific instructions on how to compare and contrast
- Use pictures to explain or clarify text
- Text at students level
- With a partner create a “Superhero” poster
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
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Knowledge (deepening): Use multiple sources to research on landforms around the world and present to the class	Cognitive Structures
Written Products:	Problem Solving Strategies

Spoken Products:	Values
Constructed Products: Create a 3D structure to illustrate landforms	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors	

<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/

https://gifted.uconn.edu/wp-content/uploads/sites/961/.../Curriculum_Compacting.pdf

https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987_Differentia..

- Use multiple sources to research on landforms around the world and present to the class
- Create a 3D structure to illustrate landforms
- Design and build a map that includes accurate landforms for the region
- Use or create maps and develop directions to a specific location ● Tiered Vocabulary - concrete to abstract examples

<p>Interdisciplinary Connections</p> <p>Language Arts</p> <ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.7. Use the illustrations and details in a text to describe its key ideas. ● W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Use chromebooks to look at different landforms. ● Use RAZ kids, or online library, to read or listen to books about geography. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● Participate in a discussion about where people live and why they live there. ● Have students vote on their favorite landform. Create a bar graph and use information to have a group discussion. 	<p>Resources</p> <p>Picture Books</p> <ul style="list-style-type: none"> ● Me on the Map ● From Here to There ● I am Water ● About the Water Cycle ● Common Ground: The Water, Earth, and Air We Share <p>Websites</p>
<p>Math</p> <ul style="list-style-type: none"> ● collaboration with peers. SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.. ● 1.MD C. Represent and interpret data. 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. 			<ul style="list-style-type: none"> ● www.weeklyreader.com ● www.kids.nationalgeographic.com/ ● www.geography4kids.com/

Content Specific Vocabulary

Earth, land, water, stream, valley, lake, plain, river, mountain, ocean, hill, globe, continent, model, neighborhood, shelter, map, symbol, map key, region, city, farm, pollution, environment, habitat, school, town, house, state, country

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS. <http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html>

Reading an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	Earth, land, water, stream, valley, lake, plain, river, mountain, ocean, hill, globe, continent, model, neighborhood, shelter, map, symbol, map key, region, city, farm, pollution, environment, habitat, school, town, house, state, country
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: First Grade

Time Frame: 6 weeks (May - June)

Unit of Study: VI. Wants and Needs Economics

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS	Indicator
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
NJSLS - Technology	

9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
9.4.2.DC.4	Compare information that should be kept private to information that might be made public
9.4.2.DC.1	Explain differences between ownership and sharing of information
NJSLS - 21st Century Life and Career	

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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

MEANING

<p>Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. <i>There is a difference between wants and needs.</i> 2. <i>Goods and services have an important role in our society.</i> 3. <i>Saving money allows us to buy what we need and want.</i> 4. <i>Work allows us to use money to buy what we need and want.</i> 	<p>Essential Questions <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. <i>What is the difference between a want and a need?</i> 2. <i>What is the difference between a good and a service?</i> 3. <i>How do I get the things I need and want?</i> 4. <i>Why is work important?</i>
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ACQUISITION

<p>Knowledge</p> <p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Needs are what we need in order to survive. 2. Wants are things that we do not need to survive. 3. A good is something that you use or consume; a service is something that someone does for you. 4. How to earn money. 5. Money allows people to buy goods and services. 	<p>Skills</p> <p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Define needs and understand that each individual has basic human needs (food, clothing, shelter) 2. Identify the difference between wants and needs and their significance in their lives. 3. Recognize a good and service. 4. Understand that you must work to earn money. 5. Categorize goods and services.
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p><i>Formative</i></p> <ul style="list-style-type: none"> ● <i>Students will share responses through turn and talk.</i> ● <i>Teacher observation</i> ● <i>Student share responses to essential questions.</i> <p><i>Summative</i></p>	<p><i>Alternative</i></p> <ul style="list-style-type: none"> ● <i>Bring in something from home that is an example of a need and a want.</i> ● <i>Vocabulary quiz, matching with pictures.</i> <p><i>Benchmark</i></p> <ul style="list-style-type: none"> ● <i>MAP/STAR360</i>
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<ul style="list-style-type: none"> ● <i>Vocabulary quiz, matching.</i> ● <i>Illustrate a good and a want.</i> 	<ul style="list-style-type: none"> ● <i>Reading Inventories</i>
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

1. Create a classroom store that provides goods and services.
2. Begin a community food drive.
3. Multiple Response System (example, Think-Pair-Share, hand signals)
4. Compare and contrast needs/wants using a Tchart
5. Check for Understanding using Exit Tickets
6. Role Play utilizing Reader’s Theatre
7. Students will engage in close reading of text on their level
8. Invite a guest speaker to discuss economic concepts

Integrated Accommodations and Modifications

ELL

- Numerous illustrations that help clarify the text
- Use story plots that are action-based
- Use a bilingual picture dictionary
- Use color coding to compare and contrast
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.
- Create an anchor chart of key vocabulary while reading a story and use pictures or illustrate to clarify meaning.
- Numerous illustrations that help clarify the text
- Point to the corresponding pictures as you read the text
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained. Create an anchor chart of key vocabulary while reading a story and use pictures or illustrate to clarify meaning.	Presentation	Compare and contrast needs/wants using Tchart

- Use colored sticky notes to chart prior knowledge about a topic and compare it to the knowledge gained.
- Create an anchor chart of key vocabulary while reading a story and use pictures or illustrate to clarify meaning.

- Partner read or small group
- Use real or paper money
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching

Students At Risk for Failure

- Clear, specific instructions on how to compare and contrast
- Demonstrate when possible the difference between a need and a want
- Use pictures to explain or clarify text
- Text at students level
- Tiered Vocabulary Pre-teaching

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures
Written Products:	Problem Solving Strategies
Spoken Products:	Values
Constructed Products: Create a virtual store and explain how to buy and sell goods	Appreciations
Artistic Performances: Write a play that uses the students in the class to act out difference between wants and needs	Self-Actualization

Leadership Behaviors Assign roles to students for the original play	
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<http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/
https://gifted.uconn.edu/wpcontent/uploads/sites/961/.../Curriculum_Compacting.pdf
<https://www.eiseverywhere.com/.../62fdbe5cbc010f6031e632707a9fe987> Differentia

...

- Create a virtual store and explain how to buy and sell goods
- Write a play that uses the students in the class to act out difference between wants and needs
- Assign roles to students for the original
- Tiered Vocabulary - concrete to abstract examples

<p>Interdisciplinary Connections Language Arts</p> <ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.7. Use the illustrations and details in a text to describe its key ideas. ● W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.. ● 1.MD C. Represent and interpret data. 4. Organize, represent, and 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Use graphic organizer to categorize wants and needs. ● Research advertisements for pricing in school store. ● Create signs and price tags for school store. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● Assign roles for classroom store. ● Participate in a group discussion about wants and needs. 	<p>Resources Picture Books</p> <ul style="list-style-type: none"> ● I Really Absolutely Must Have Glasses ● Alexander, Who Used To Be Rich Last Sunday ● Lemons and Lemonade: A Book About Supply and Demand ● Once Upon a Dime ● Scholastic News ● Read-Alouds ● Leveled Readers Websites: ● www.brainpopjr.com ● www.practicalmoneyskills.com/games/ed_bank/ ● http://www.pppst.com/economics.html ● www.readworks.org ● www.scholasticnews.com
<p>interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>			

Content Specific Vocabulary

goods, services, money, picture graph, job, business, volunteer, market, trade, save, scarce, wants, factory, bar graph

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading partners, use think-pair-share TPS. <http://www.article/1234>

Reading Comprehension <http://www.educators/content/comprehension>

Making predictions <http://www.teachervision.fen.com/skill-builder/reading/48610.html> Reading an introductory portion <http://www.educators/content/introducing>

Supporting reading instruction <http://www.guides/teachertips>

Corlin Colorado <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ell>

Tier One	Teacher will determine words based on the need of the student
Tier Two	goods, services, money, picture graph, job, business, volunteer, market, trade, save, scarce, wants, factory, bar graph
Tier Three	Teacher will determine words based on the need of the student