

Hanover Township Public Schools

Social Studies Curriculum

Grade 1

Hanover Township Public Schools

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A curriculum plan is one phase of the curriculum process. Based on the specific expectations for student achievement delineated in the NJSLS, groups of teachers develop a basic framework (curriculum plan) that guides the instructional lesson plans that each teacher makes for classroom instruction. These lesson plans contain detailed information about each segment of instruction for students. As a follow-up, teachers submit a curriculum map (Curriculum Communication), which records what actually was presented to students during a specific length of time. Student achievement is assessed through a variety of experiences and measures, including standardized tests, locally developed assessments, projects, presentations, programs, displays and portfolios of student work.

Inherent in the instructional program in Hanover Township is the incorporation of several instructional strategies and practices that expand the presentation of curriculum to students. Through the **integration of technology**, the practice of **differentiated instruction** and the development of **interdisciplinary projects and experiences**, the students in the Hanover Township Schools experience an enriched and meaningful instructional program. Details about the specifics of such experiences would be part of the lesson planning that supports the curriculum plan for each of the NJSLS.

The curriculum plan is one of the initial stages of the learning cycle. It provides a common starting point for teachers to develop appropriate instructional activities for their classes.

Hanover Township Public Schools

The Social Studies Curriculum Plan is supported by the following textbook and technology based instructional programs:

Grades K-8

- K Networks Social Studies Living, Learning, and Working Together, McGraw Hill
- 1 Networks Social Studies Our Community and Beyond, McGraw Hill
- 2 Networks Who We Are As Americans, McGraw Hill
- 3 Social Studies Our Communities, Houghton Mifflin Harcourt
- 4 Social Studies New Jersey, Houghton Mifflin Harcourt
- 5 Social Studies The United States, Houghton Mifflin Harcourt
- 3-8 Channel One News Subscription, Houghton Mifflin Harcourt
- Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 6

World History Ancient Civilizations through the Renaissance,
Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 7

World Geography, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 8

United States History, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

In addition, numerous trade books, novels, publications, presenters, media resources (i.e. United Streaming) and field trips enrich the social studies learning experience for students.

Hanover Township Public Schools
Social Studies Curriculum

(subject)

Grade: 1 Unit of Study: Our Community and Beyond Unit 1 People and Traditions

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>Unit 1 People and Traditions</p> <p>SWBAT identify how people and events shape history. Students will also learn about people and traditions.</p>	<p>6.1.P.D.1 6.1.P.D.2 6.1.P.D.4 6.1.4.D.6 6.1.4.A.1 6.1.4.A.2</p> <p>CCSS: RI.9 CCSS: RI.4 CCSS:RI.3 CCSS:RI.5</p>	<p>Students will understand how life has changed over time.</p> <p>Recognize why we celebrate people and events.</p> <p>Identify how people show character.</p> <p>Understand why we read stories.</p>	<p>Diagnostic Assessment</p> <p>Venn Diagram to compare similarities and differences</p> <p>Foldable with key vocabulary</p> <p>Create a timeline</p> <p>Museum poster of unit 1</p> <p>www.connected.mcgraw-hill.com</p> <p>Think Pair Share</p>	<p>www.connected.mcgraw-hill.com</p> <p><u>Our Community and Beyond</u> workbook</p>	<p>14 days</p>
<p>Lesson 1 Change over time</p> <p>SWBAT discuss how life has changed over time.</p>	<p>6.1.P.D.1</p>	<p>Students will compare family life then and now.</p> <p>Compare and contrast school then and now.</p> <p>Communities then and now</p> <p>Compare work then and now.</p> <p>Compare communication and transportation then and now.</p>	<p>Create a timeline</p> <p>Think pair share- Tell a friend what you will do each day this week.</p> <p>www.connected.mcgraw-hill.com</p> <p>workbook pages</p>	<p>www.connected.mcgraw-hill.com</p>	<p>2 days</p>

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<p>Unit 1 Lesson 2 Special Holidays</p> <p>SWBAT understand why we celebrate people and events.</p>	<p>6.1.P.D.2 6.1.P.D.4 W.1.1 RI.3</p>	<p>Students will be able to draw and write about a special day their family celebrates. Explain how we honor Martin Luther King.</p>	<p>Create individual classroom flag. Workbook pages Draw and write about how your community celebrates Independence Day. Write a letter to a soldier. Write about students dream for the world. Compose a letter to thank Martin Luther King for all that he has done.</p>	<p>www.connected.mcgraw-hill.com</p> <p><u>Our Community and Beyond</u> workbook Leveled readers- <u>The First Thanksgiving</u></p>	<p>5 days</p>
<p>Unit 1 Lesson 3 American Heroes</p> <p>SWBAT recognize how people show character.</p>	<p>6.1.4.D.6 6.1.4.A.1 6.1.4.A.2 RI.5</p>	<p>Students will be able to identify each hero. Be able to identify what good character means. Compare and contrast Harriet Tubman and Abraham Lincoln.</p>	<p>Write about someone you know that showed courage.</p> <p>Think pair share- Tell about a time you showed courage. Think pair share What does courage mean.</p> <p>Make index cards with each person discussed and their character traits. Match each person to their trait.</p>	<p>www.connected.mcgraw-hill.com workbook Draw a picture of your community leader.</p>	<p>3 days</p>

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Unit 1 Lesson 4 Sharing Stories SWBAT recognize why we read stories. SWBAT identify what tall tales are.	RI.4 RI.9 RI.5	Students will identify what a tall tale is. Student will become familiar with Paul Bunyan. Be able to identify fables. Compare and contrast fiction and non-fiction.	Compare and contrast fiction and non-fiction Read various fables such as <u>Anansi the Spider</u> . Vocabulary crossword puzzle Big idea poster	www.connected.mcgraw-hill.com workbooks trade books	3 days

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The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	<p>Writing: Write about students dream for the world. Write a letter to a soldier Compose a letter to thank Martin Luther King for all that he has done. Write about students dream for the world. Write about someone you know that showed courage.</p> <p>Art: Create individual classroom flag. Reading: leveled reader- <u>The First Thanksgiving</u></p>
Integration of Technology:	www.connected.mcgraw-hill.com online activities
Differentiated Instruction:	<p>Write about students dream for the world. Compose a letter to thank Martin Luther King for all that he has done. Write a letter to a soldier</p>

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
SWBAT use the internet to find out what chores children did long ago and what games they played and compare it to today.	Compare jobs from the past and now.	<p>Draw a picture of your community leader. Make index cards with each person discussed and their character traits. Match each person to their trait.</p>	

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Grade: 1 Unit of Study: Our Community and Beyond Unit 1 People and Traditions

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Students will research and write about how one piece of technology has changed over time.	Write about someone you know that showed courage. Students will create a riddle about a hero we learned about.		
Media Literacy Brain POP Jr Additional books from classroom library and Media Center Compare and contrast fiction and non-fiction Read various fables such as <u>Anansi the Spider</u> . RAZ kids stories	ICT Literacy Videos RAZ kids stories	Life and Career Skills Compare jobs from the past and now.	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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(subject)

Grade: 1 Unit of Study: Our Community and Beyond - Unit 2 Where We Live

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
Unit 2 Where We Live SWBAT define what we learn from maps and globes.	6.1.P.B.1 6.1.4.B.1 6.1.4.B.4 CCSS:RI.6 CCSS:RI.7 CCSS:RI.4 CCSS:W.1.2	SWBAT identify a globe. SWBAT compare and contrast a physical map and political map. SWBAT identify different landforms and bodies of water on a physical map. SWBAT identify symbols from the map key.	Diagnostic Assessment Students will write what they can learn from maps and globes. Label the compass rose Students will identify symbols from the map key and find them on the map. Identify the weather and the four seasons. Create a community map. Create a school map.	<u>Our Community and Beyond</u> workbook. www.Connected.mcgraw-hill.com Read “Happy Fall” from our reader Trade books Read, <u>Me On The Map</u>	14 days
Unit 2 Lesson 1 Map Elements SWBAT identify maps and what they show.	6.1.P.B.1 RI.4	SWBAT explain what a map is and their elements such as: title, compass rose, cardinal directions, map key, and symbols.	Workbook pages Foldable flap for vocabulary Play a game using location and direction words such as, above, below, near, far, and next to. Create classroom map and map of bedroom.	Read <u>Me On the Map</u>	3 days

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The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	Writing- Students will write what they can learn from maps and globes Science- Identify the weather and the four seasons. Draw the four seasons and write about each one. Art: Create classroom map and map of bedroom. Create a school map. Science- complete a daily weather calendar Create seasons booklet.
Integration of Technology:	www. connected.mcgraw-hill.com Google earth Brain POP Jr.
Differentiated Instruction:	Writing- Students will write what they can learn from maps and globes Create classroom map and map of bedroom. Compare and contrast physical and political map using Venn diagram. Identify the state and city you live in on the map. Play a game using location and direction words such as, above, below, near, far, and next to. Play the geography game.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving Riddle Wrap up	Communication and Collaboration	Information Literacy
Media Literacy Trade books, classroom books, and books from the Media Center	ICT Literacy Brain Pop Jr. Google maps	Life and Career Skills	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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<ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● 	<ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies 	<p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies 		<ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 1 Unit of Study: Our Community and Beyond- Unit 3 Beginning Economics

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLs)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
Unit 3 Beginning Economics SWBAT understand that economics affects choices.	6.1.4.C.1 6.1.4.C.2 6.1.4.C.3 6.1.4.C.5 RI.2 RI.4 RI.3 W.1.1 W.1.2	SWBAT identify the meaning of barter. SW learn the scarcity is when there is not enough of something. SWBAT explain what goods are. Give examples of producers, sellers, and buyers. Explain how we get goods and services. Understand cause and effect.	Diagnostic Assessment Think pair share- Think about a time you traded something with someone. Was the trade fair? Why or why not? Think pair share-Name a time that you had to make a choice. Write and perform a commercial for a good. Create a poster ad for a new good for your classroom store.	Leveled readers www.mcgraw-hill.com related weekly reader articles Read the story, <u>The Little Red Hen</u> Read, <u>From Wheat to Bread</u>	16 days
Unit 3 Lesson 1 Goods and Services SWBAT understand why goods and services are important	6.1.4.C.5	SWBAT explain the difference between goods and a service.	Use magazine pictures to do a sort of goods that are grown and goods that are made. Make a collage of service workers. Make riddles about service workers. Complete the goods and services chart.	Leveled readers www.mcgraw-hill.com related weekly reader articles	3 days

Hanover Township Public Schools
Social Studies Curriculum

Grade: 1 Unit of Study: Our Community and Beyond- Unit 3 Beginning Economics

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
Unit 3 Lesson 2 Barter and Money SWBAT understand why we need money. \ \ 	6.1.4.C.5	SWBAT understand the meaning of barter and exchange. They will identify the different types of money. SWBAT sequence events related to a shopping experience.	Think Pair share- Think about a time you trades something with someone. Was the trade fair or not? Draw what you traded and what you got. Create a web about money. On the web: What money is, what it looks like, how it is used, and why it is important. Create a foldable and sequence pictures about when you bought something.	Brain Pop Jr Weekly readers Trade books www.mcgraw-hill.com	4 days
Unit 3 Lesson 3 Producers, Sellers, and Buyers SWBAT understand why we need producers, sellers, and buyers.	6.1.4.C.3 RI.3	SWBAT explain the difference between buyers and sellers. SWBAT identify ways we get goods. SWBAT explain what producers do.	Create a foldable about buyers and sellers. Draw a picture and write a description of each. Create a graphic organizer about how we get goods and services. Create a cause and effect chart- How do producers help sellers. Role Play in a school store	Brain Pop Jr Weekly readers Trade books www.mcgraw-hill.com	5 days

Hanover Township Public Schools
Social Studies Curriculum

Grade: 1 Unit of Study: Our Community and Beyond- Unit 3 Beginning Economics

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSL)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
Unit 3 Lesson 4 Making Choices SWBAT explain how and why we make choices.	6.1.4.C.2	SWBAT explain the word scarce. SWBAT recognize why it is necessary to make choices. SWBAT identify why it is important to save our money. SWBAT identify what the word opportunity cost means and give an example.	Create a list of why we make choices. Match vocabulary words save, want, and need to a picture. Create a poster ad for a new good for your classroom store.	Leveled readers www.mcgraw-hill.com related weekly reader articles videos	4 days

Hanover Township Public Schools
Social Studies Curriculum

Grade: 1 Unit of Study: Our Community and Beyond- Unit 3 Beginning Economics

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	Computers- Write and perform a commercial for a good. Create a video for the commercial. Art- Create a poster ad for a new good for your classroom store. Leveled readers Math- Understanding different types of money Art/math- Students will design their own money. Role Play in a school store
Integration of Technology:	www.mcgraw-hill.com Write and perform a commercial for a good. Create a video for the commercial.
Differentiated Instruction:	Write and perform a commercial for a good. Create a video for the commercial. Make a collage of service workers. Make riddles about service workers.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
	Use magazine pictures to do a sort of goods that are grown and goods that are made. Make a collage of service workers. Make riddles about service workers. Complete the goods and services chart.	Create a foldable about buyers and sellers. Draw a picture and write a description of each.	

Hanover Township Public Schools
Social Studies Curriculum

Grade: 1 Unit of Study: Our Community and Beyond- Unit 3 Beginning Economics

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Write and perform a commercial for a good. Create a video for the commercial.	Create community leaders riddle book		
Media Literacy	ICT Literacy	Life and Career Skills	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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Hanover Township Public Schools
Social Studies Curriculum

(subject)

Grade: 1 Unit of Study: Our Community and Beyond- Unit 4 Good Citizens

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objective (NJSLA)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
Unit 4 Lesson 1 Good Citizens SWBAT learn what it means to be a good citizen.	6.1.P.A.1 6.1.P.A.3 6.1.4.A.1 6.3.4.A.1 6.1.4.D.17 RI.4 RI.1 W.1.1 W.1.2	Explain what it means to be a good citizen. Explain how people's actions affect others. Describe how citizens can make a difference. Identify the people and symbols that stand for America. Explain the importance of rules. What are symbols that represent our country?	Perform a good citizen skit. Write reasons why it is important to pick up trash on our beaches. Create foldable of key vocabulary words. KWL chart on good citizens. Think pair share- How are you a good citizen in your school. Draw a picture to show how to be a responsible citizen. Create an ongoing responsible citizen chart. (Write on a post it note when someone is responsible.) Discuss cause and effects of what happens of not following the rules. Create a foldable of class rules. Write at least 4	Leveled readers www.mcgraw-hill.com related weekly reader articles	33-35 days

Hanover Township Public Schools
Social Studies Curriculum

(subject)

Grade: 1 Unit of Study: Our Community and Beyond- Unit 4 Good Citizens

			<p>rules they follow, on the other side write the consequence of breaking the rules.</p> <p>Think of a new law for their community and make a sign. Write why they think the new law will help their community.</p> <p>Create an authority web.</p> <p>Role play the story, <u>Stop the Bully</u>.</p> <p>Think pair share- about a conflict you had and how you solved it. Make cards- talk, share, listen, role play.</p> <p>Create a foldable of symbols of our country.</p> <p>Play the game match the symbol.</p>		
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Hanover Township Public Schools
Social Studies Curriculum

(subject)

Grade: 1 Unit of Study: Our Community and Beyond- Unit 4 Good Citizens

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>Unit 4 Lesson 2 People and Authority How can peoples actions affect others?</p>	6.1.4.A.1	<p>SWBAT understand that people with authority have power.</p> <p>SWBAT explain what peer pressure is.</p> <p>Identify our government as a group of people that run a community, state, or country. Our government leaders help make laws.</p> <p>SWBAT describe conflict as a problem between two or more people. Identify ways to solve conflicts through talking, sharing, listening, and role playing.</p>	<p>Create a foldable of class rules. Write at least 4 rules they follow, on the other side write the consequence of breaking the rules.</p> <p>Think of a new law for their community and make a sign. Write why they think the new law will help their community.</p> <p>Create an authority web. Role play the story, <u>Stop the Bully</u>.</p> <p>Think pair share- about a conflict you had and how you solved it. Make cards- talk, share, listen, role play.</p>	<p>Leveled readers www.mcgraw-hill.com related weekly reader articles</p>	4 days

Hanover Township Public Schools
Social Studies Curriculum

(subject)

Grade: 1 Unit of Study: Our Community and Beyond- Unit 4 Good Citizens

Unit 4 Lesson 3 Good Citizens Help SWBAT identify how students can make a difference.	6.3.4.A.1	SWBAT identify that a service project is a school or community activity. SWBAT identify symbols of our country.	Think pair share- school and community activities in which they participate. Create a character ed. Service project	Leveled readers www.mcgraw-hill.com related weekly reader articles	10 days
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Hanover Township Public Schools
Social Studies Curriculum

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<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLs)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
Unit 4 lesson 4 Symbols of our country SWBAT recognize the people and symbols that stand for our country.	6.1.4.C.2	Understand that the United States of America is a Democracy. Students will understand that The Pledge of Allegiance is a promise to be loyal. Compare and contrast the Statue of liberty and the Bald Eagle. SWBAT explain the president is the leader of our country.	Create a flipbook of symbols of our country. Play the game match the symbol. Color the American Flag and write what the Pledge of Allegiance means to them. Compare and contrast the Statue of liberty and the Bald Eagle. Students will research a president and do a report on him. They will make a trading card of their favorite president and write 3 facts on the back.	Leveled readers www.mcgraw-hill.com related weekly reader articles	5 days

Hanover Township Public Schools
Social Studies Curriculum

(subject)

Grade: 1 Unit of Study: Our Community and Beyond- Unit 4 Good Citizens

Interdisciplinary Connections:	Music- Star Spangled Banner Character Ed-/writing: Write and Perform a good citizen skit. Think pair share- How are you a good citizen in your school. Draw a picture to show how to be a responsible citizen. Create a service we project. Character Ed- career packet
Integration of Technology:	www.mcgraw-hill.com
Differentiated Instruction:	

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
	Write reasons why it is important to pick up trash on our beaches.	Think pair share- How are you a good citizen in your school.	
Media Literacy	ICT Literacy	Life and Career Skills	

Hanover Township Public Schools
Social Studies Curriculum

(subject)

Grade: 1 Unit of Study: Our Community and Beyond- Unit 4 Good Citizens

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>Unit 4 lesson 4 Symbols of our country SWBAT recognize the people and symbols that stand for our country.</p>	6.1.4.C.2	<p>Understand that the United States of America is a Democracy. Students will understand that The Pledge of Allegiance is a promise to be loyal. Compare and contrast the Statue of liberty and the Bald Eagle. SWBAT explain the president is the leader of our country.</p>	<p>Create a flipbook of symbols of our country. Play the game match the symbol. Color the American Flag and write what the Pledge of Allegiance means to them. Compare and contrast the Statue of liberty and the Bald Eagle. Students will research a president and do a report on him. They will make a trading card of their favorite president and write 3 facts on the back.</p>	<p>Leveled readers www.mcgraw-hill.com related weekly reader articles</p>	5 days

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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<ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● 	<ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies 	<p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies 		<ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies
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K-5 Teaching Acceptance Suggested Interactive Read Aloud

Holocaust/Genocide, Amistad, Prejudice and Bullying

We remain committed to the teaching of the concepts of respect, tolerance, and acceptance.

Grade	Unit	<u>Interactive Read Aloud Texts</u> State of New Jersey Commission on Holocaust Education Amistad Commission Literacy Components for Primary Grades Teaching Tolerance Storybook List	Description
K	Acceptance, Always!	1. <u>Sneetches</u> by Dr. Seuss 2. <u>The Berenstain Bears: New Neighbors</u> by Stan and Jan Berenstain (Teaching Tolerance) 3. <u>A Pig is Moving In!</u> By Claudia Fries 4. <u>Hats Off to Hair!</u> by Virginia Kroll 5. <u>Lovable Lyle</u> by Bernard Wabe	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
1	Acceptance, Always!	1. <u>The Colors of Us</u> by Karen Katz (Caring Makes a Difference and Teaching Tolerance) 2. <u>All Kinds of Children</u> by Norma Simon 3. <u>Whoever You Are</u> by Mem Fox 4. <u>The Crayon Box That Talked</u> by Shane DeRolf (Teaching Tolerance) 5. <u>Two Eyes, A Nose, and A Mouth</u> by Roberta Grobel intrater	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
2	Acceptance, Always!	1. <u>The Patchwork Quilt</u> 2. <u>Jingle Dancer</u> by Cynthia Leitich Smith 3. <u>Nadia's Hands</u> by Karen English 4. <u>Virgie Goes to School with Us Boys</u> by Elizabeth Fitzgerald Howard	This unit will focus on the importance of accepting others who are different from you. Student will discover ways that they can stand up against prejudice and bullying.

		5. <u>The Ugly Duckling by Lorinda Bryan Cauley</u>	
3	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> 1. <u>Peace Begins with You</u> - Poem included in lesson plan 2. <u>The Long March</u> (Marie-Louise Fitzpatrick) 3. <u>Barefoot Escape on the Underground Railroad</u> (Pamela Duncan Edwards) 4. <u>The Bobbin Girl</u> (Emily Arnold McCully) 5. <u>The Unbreakable Code</u> (Sara Hoagland Hunter) 	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
4	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> 1. <u>Don't Forget</u> (Patricia Latkin) 2. <u>Promise of a New Spring</u> (Gerda Weissmann Klein) 3. <u>Baseball Saved Us</u> (Ken Mochizuki) 4. <u>The Bracelet</u> (Yoshiko Uchida) 5. <u>Heroes</u> (Ken Mochizuki) 	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
5	Perseverance/Overcoming Obstacles During the Holocaust	<u>Books go with lessons on Perseverance/ Overcoming Obstacles</u> <ol style="list-style-type: none"> 1. <u>A Picture Book of Anne Frank</u> 2. <u>Zlata's Diary (Zlata Filipović)</u> 3. <u>We Are Witnesses: Five Diaries Of Teenagers Who Died In The Holocaust</u> (Jacob Boaz) 4. <u>Malala's Magic Pencil</u> by Malala Yousafzai 5. <u>Refugee</u> by Alan Gratz 	The study of the Holocaust assists students in developing an understanding of the ramifications of prejudice, racism, and stereotyping in any society. It helps students develop and awareness of the value of pluralism and encourages tolerance of diversity in a pluralistic society. The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of other's oppression.